

**Course: U.S. History 1**  
**Unit 3: Expansion and Reform**

**Year of Implementation: 2019-2020**

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### **Stage One - Desired Results**

**Link(s) to New Jersey Student Learning Standards for this course:**

#### **New Jersey ELA Standards**

(<https://www.state.nj.us/education/cccs/2016/ela/g1112.pdf>)

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as

**New Jersey Core Curriculum Content Standards 21st Century Life and Careers**

(<http://www.state.nj.us/education/cccs/2014/career/9.pdf>)

**Standards:**

9.1.12.A.5 Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.1.12.G.1 Analyze risks and benefits in various financial situations.

9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

**12 Career Ready Practices:**

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

**Unit Standards:**

**2014 NJCCC Standard(s), Strand(s)/CPI #** (<https://www.state.nj.us/education/cccs/2014/ss/standards.pdf>)

6.1.12.A.3.a Assess the influence of Manifest Destiny on foreign policy during different time periods in American history.

6.1.12.A.3.b Determine the extent to which America's foreign policy (i.e., Tripoli pirates, the Louisiana Purchase, the War of 1812, the Monroe Doctrine, the War with Mexico, and Native American removal) was influenced by perceived national interest.

6.1.12.A.3.c Assess the role of geopolitics in the development of American foreign relations during this period.

6.1.12.A.3.d Describe how the Supreme Court increased the power of the national government and promoted national economic

growth during this era.

6.1.12.A.3.e Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.

6.1.12.A.3.f Compare and contrast the successes and failures of political (i.e., the 1844 State Constitution) and social (i.e., abolition, women's rights, and temperance) reform movements in New Jersey and the nation during the Antebellum period.

6.1.12.A.3.g Determine the extent to which state and local issues, the press, the rise of interest group politics, and the rise of party politics impacted the development of democratic institutions and practices.

6.1.12.A.3.h Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments.

6.1.12.A.3.i Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.

6.1.12.B.3.a Assess the impact of Western settlement on the expansion of United States political boundaries.

6.1.12.C.3.a Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.

6.1.12.C.3.b Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.

6.1.12.D.3.a Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.

6.1.12.D.3.b Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.

6.1.12.D.3.c Assess how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).

6.1.12.D.3.d Analyze the role education played in improving economic opportunities and in the development of responsible citizens.

6.1.12.D.3.e Determine the impact of religious and social movements on the development of American culture, literature, and art.

**Transfer Goal(s): Students will be able to independently use their learning to determine how changes in society result from the clash between tradition and progress and apply that knowledge to current events.** They will do this by analyzing primary and secondary sources, evaluating sources for bias and credibility, and using their learning to provide evidence to support a logical argument. Such skills will prepare students to engage in the 21st century world as active, informed global citizens who can communicate effectively through written, oral, and visual means (Long Term Goals 3, 4 and 5).

Enduring Understandings

Students will understand that. . .

*EU 1*

political, economic, and social influences may cause population shifts.

*EU 2*

technology has impacted society in both helpful and harmful ways.

*EU 3*

conflict is a result of a perceived need for political, economic, or social change by a population.

*EU 4*

active citizenry and democracy is the pathway to reform.

*EU 5*

political, economic, geographic, and social factors shape a nation's foreign policy decisions in the international community.

Essential Questions

*EU1*

- Why do people migrate to a new place?
- Was the changing policy towards Native Americans in the United States justified?

*EU 2*

- How can technology have both a beneficial and harmful effect on society, the environment, etc.?

*EU 3*

- Which branch of government was most influential during this time period?
- How did westward expansion cause conflict?
- How do religious and social movements affect cultural development?
- Which shaped life most in Antebellum America: gender, ethnicity, nationality, religion, and social status?
- How do the effects of Manifest Destiny continue to impact minority groups?

*EU 4*

- How can protest methods be most effective?
- What factors cause people to resist change?
- Is a free public education necessary in a functioning democracy?
- How do you determine if a reform movement is effective or ineffective?

*EU 5*

- Which foreign policy strategy is most effective: proactive or reactive?
- Did the idea of Manifest Destiny shape foreign policy in

	<p>the 19th century?</p> <ul style="list-style-type: none"> <li>• Were Native American tribes foreign nations or wards of the state?</li> </ul>
<p><i>Knowledge</i> Students will know. . .</p> <p><b>Expansion</b></p> <ul style="list-style-type: none"> <li>• the ideologies of the Jeffersonian-Republicans (EU 3, 4).</li> <li>• the impact the Barbary Pirates had on foreign policy (EU 5).</li> <li>• the dilemma Jefferson faced over purchasing the Louisiana Territory (EU 1).</li> <li>• the causes and effects of Native American policies in the early 1800's (EU 3).</li> <li>• the War of 1812 and the rise of nationalism (EU 2, 3).</li> <li>• the Era of Good Feelings and the emergence of a Second Party System (EU 3).</li> <li>• sectional differences and the attempts at compromise (EU 3).</li> <li>• the major Supreme Court Cases of the Marshall Court and how the Judiciary evolved as a coequal branch of government (EU 4).</li> <li>• the Monroe Doctrine, its immediate intention and lasting impact (EU 5).</li> <li>• the emergence of Jacksonian Democracy (EU 4).</li> <li>• the significance of the debate over tariffs and the idea of nullification (EU 3, 5).</li> <li>• the political environment in the United States after Andrew Jackson's Native American Removal and the U.S. response to opposition (EU 1, 3, 5).</li> <li>• the conflict over the Second Bank of the United States (EU 3).</li> <li>• the origins of Manifest Destiny and how it shaped foreign policy (EU 1, 5).</li> </ul>	<p><i>Skills</i> Students will be able to. . .</p> <ul style="list-style-type: none"> <li>• map areas of settlement in North America (EU 1, 3).</li> <li>• analyze reasons behind settlement and consequences of settlement (EU 1, 2, 3).</li> <li>• read and analyze primary source documents to determine different points of view (EU 1, 2, 3, 4, 5).</li> <li>• draw inferences from factual material (EU 1, 2, 3, 4, 5).</li> <li>• recognize and interpret different points of view (EU 1, 2, 3, 4, 5).</li> <li>• detect bias in data presented in various forms (EU 1, 3, 4).</li> <li>• compare and contrast the credibility of differing ideas or accounts (EU 1, 3).</li> <li>• formulate a historically defensible claim/thesis statement (EU 1, 2, 3, 4, 5).</li> </ul>

- the path(s) of westward migration and the impact (EU 1).
- the expansionism goals of President Polk (EU 1, 2, 3).
- the international and domestic issues leading to the Mexican War and the outcome (EU 1, 3, 5).
- the causes and effects of the California Gold Rush (EU 1, 3).
- the political impact of California's application for statehood (EU 1).

**Reform**

- why the Transatlantic Slave Trade legally ended (EU1).
- the major Reform Movements that shaped the social and political landscape of the times (Abolitionism, Women's Rights, Temperance, Second Great Awakening, Education, etc.) (EU 4).
- technological developments and their impact on the economy and social behavior (EU 2).
- the utopian and Transcendental movements (EU 4).

**Stage Two - Assessment**

Other Evidence:

*Test, Quizzes, Prompts, Self-assessment, Observation, Dialogues, etc.*

- Essay
- DBQ
- Tests (Standard and Authentic)
- Presentations
- Research Projects

**Stage Three - Instruction**

***Learning Plan:* Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.**

### **Expansion**

- Using the quotation “It is easier to condemn from the stump than it is to govern consistently” students will analyze Thomas Jefferson’s actions as president **(A, M) (EU 1, 4, 5)**.
- Students will read and analyze primary source documents concerning the Louisiana Purchase. They will determine whether the purchase was constitutional, and they will debate what they would have done in Jefferson’s position **(A, M) (EU 1, 4, 5)**.
- Using the Star Spangled Banner, the students will analyze the effect that the War of 1812 had on our nation, adding a verse to the end of the song detailing the war’s effects **(A, M) (EU 3, 5)**.
- Debate whether or not the Star Spangled Banner is a good choice for our national anthem given the debate over it in the past few years **(M, T) (EU 3, 4)**.
- Analyze and discuss the impact of expansion on America’s foreign and domestic policies by watching clips of *Ultimate Guide to the Presidents*, *Roots*, and *America: The Story of Us*, and *The Alamo* **(A, M) (EU 1, 2, 3, 4, 5)**.
- Students will create political cartoons for the opposing viewpoints during the 1824 and 1828 elections, highlighting the views of each party and their opposition to the opposing candidates **(M) (EU 3)**.
- Students will read and analyze primary source documents detailing the movement of Native Americans out to the West **(A) (EU 1, 3, 5)**.
- Students will read and analyze primary source documents concerning Jackson’s policies regarding the Second Bank of the United States. Students will debate whether Jackson violated the Constitution in his actions **(A, M) (EU 4)**.
- Students will compare/contrast Jackson’s presidency and the idea of Jacksonian democracy with the current president or political leader and the idea of democracy today **(M) (EU 4)**.
- Students will take on the role of an emigrant or Native American moving west. Through a series of diary entries students will take into account reasons for their movement, fears, diet, and supplies necessary for the sojourn **(A) (EU 1)**.
- Students will assess the success of Polk’s presidency (regarding his platforms vs. his accomplishments). They will be provided the four main platform points and will research the success of each. They will justify their findings with a short answer response for each of the four platform provided platform goals **(A, M) (EU 1, 3)**.
- Students will use reading circles to complete an assigned reading highlighting part of the Mexican-American War (One of four major sections). Each group will then provide information on the board and verbally discuss as a class. Each individual student will be required to complete a note chart provided to ensure content acquisition **(A) (EU 1, 3, 5)**.
- Students will complete a reading and response activity that will highlight the causes and effects of the California Gold Rush. They will be required to discuss their findings with the group and create a synopsis of the major talking points **(A, M) (EU 1, 3, 5)**.
- Students will take on the role of settlers trekking out on the Oregon Trail. They will be responsible with budgeting their supplies, mapping out their destination points, and logging their journey’s successes and dangers along the trail **(A, M) (EU**

**1, 2).**

- Utilize the resources on the Amistad Commission website: <http://www.njamistadcurriculum.net/history/units> **(M) (EU 1, 3, 5).**
- Students will write a collection of op-ed newspapers articles detailing either support or opposition to Jackson's presidency at that time (addressing the viewpoints of Clay, etc). Topics include: Bank of the United States, Indian Removal Act, Use of the Veto, Nullification Crisis, etc **(M) (EU 3, 4, 5).**
- Students will conduct a Trial of Andrew Jackson in response to the question "Should Jackson be removed from the \$20 bill?" The Prosecution Team will argue against Jackson, trying to convince the jury that he SHOULD be removed from the \$20 bill. The Defense Team will defend Jackson, saying that he SHOULD NOT be removed. Both sides will need to prepare evidence to support their claims. The evidence will be based on online research and should include primary source documents, witness testimony, etc. The Prosecution should look for evidence from Jackson's life and presidency that shows that he either impacted Americans negatively or that he was not a role model for Americans worthy of being depicted on our currency. The Defense should look for evidence that shows Jackson was an American Hero and had an overall positive impact worthy of being honored on our currency **(A, M, T) (EU 4, 5).**

### **Reform**

- Using chromebooks, students will create a Google Slides presentation on a reform movement of the time period, detailing its effects **(A) (EU 3, 4).**
- Since the early 1800's women have made enormous economic, legal, and political gains. Students will conduct research to find out key statistics about women in the United States today, such as the percentage of women in the workforce, the percentage of female voters in the most recent election, or the number of women whose level of education includes at least a bachelor's degree. Students will then write a summary of how the data found shows the impact of women of American Society today **(A, M) (EU 3, 4).**
- Debate the question, "In what ways could American schools continue to reform?" **(M, T) (EU 4)**
- Write a thesis statement in response to the question, "Considering the efforts of reform-minded individuals during the Revolution and Antebellum Era, which protest methods are most effective?" **(M, T) (EU 3, 4)**