

Englewood Public School District
United States History
Grade 8
First Marking Period

Unit 1 - The New Republic

Overview: *Expanding “US”, from sea-Atlantic Ocean “to shining sea”-the Pacific Ocean - These chapters explore 1812-1855, the beginnings of expanding American Identity and Territories.*

Time Frame: 40 to 45 Days

Enduring Understandings:

The United States peacefully settled disputes with foreign powers.

A rising sense of national unity allowed some regional differences to be set aside and national interests to be served.

As the United States grew, developments in many cultural areas contributed to the creation of a new American identity.

The expansion of voting rights and the election of Andrew Jackson signaled the growing power of the American people.

President Jackson supported a policy of Indian removal.

Andrew Jackson’s presidency was marked by political conflicts.

Essential Questions:

What forces and events affected national growth and unity?

What Impact did Andre Jackson’s presidency have on the nation?

How did westward expansion transform the nation?

Standards	Topics and Objectives	Activities	Resources	Assessments
The Expansion of American Identity and territories (1800-1855) 6.1.8. A.3.e Explain how and why constitutional civil liberties were impacted by acts of government (i.e., Alien	Topics/Objectives <i>Students will:</i> Demonstrate how the U.S. and Great Britain settled their disputes over boundaries and control of waterways.	<u>Skills Development:</u> <ul style="list-style-type: none"> History and Geography- The National Road, Seminole Wars, Spanish Missions in California Social Studies Skills- Identifying Central Issues, Solving 	<i>United States History - Grades 6-8, William Deverell, Holt McDougal, 2012</i> Chapters 9 to 11 <u>On Line Book Pages:</u> <ul style="list-style-type: none"> Section Audios-select arrow near main (Also 	Formative Assessments: <ul style="list-style-type: none"> Section Assessments Section Online Quizzes Chapter Review: Pages 315-16, 339-40, & 373-74 Summative Assessments:

and Sedition Acts) during the Early Republic.

6.1.8.A.3.f

Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.

6.1.8. A.3.g Evaluate the impact of the Constitution and Bill of Rights on current day issues.

6.1.8. A.4.a Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.

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

6.1.8.A.4.c Assess the extent to which voting rights were expanded during the Jacksonian period.

Express how the U.S. gained Florida in an agreement with Spain.

Recognize how with the Monroe Doctrine, the United States strengthened its relationship with Latin America.

Review how growing nationalism led to improvements in the nation's transportation systems.

Recall how the Missouri Compromise settled an important regional conflict. Indicate how the outcome of the election of 1824 led to controversy.

Express how American writers and artists created a new style of writing and arts that showcased the beauty of America.

Describe how American ideals influenced culture, religion, music, architecture, and education.

Discuss how Democracy expanded in the 1820's as

Problems, Interpreting Maps: Expansion

- Focus on Writing-Character Sketch, Writing an Interview **(CRP 2, RH.6-8.1)**

Graphic Skills:

Reading Check and Section Assessment **(RH.6-8.2)**

Reading Support:

- Guided Reading, Spanish and English
- Vocabulary Builder, general and modified
- Flash Cards **(RH.6-8.2, RH.6-8.4)**

Online Book Pages:

- Animated History-Early Native American Life, American Trails West,
- Animated Geography and History-Atlantic World Before 1490, Columbus' Explorations, Settled Areas-1800-30,
- Primary Resources-*Monroe Doctrine, The People's President*, Points of View- State's Right vs. the Union, Personal Accounts-*Trail of Tears*

see Audios, includes Spanish Summaries.)

- Taking Notes-Graphic organizer idea headers for each section.

e-Activities:

- Videos- James Monroe, The Impact of the U.S. on its Neighbors, Jackson's Personality and Legacy, Jackson Censured in the Bank War, Jackson: Cherokees, Tariffs and Nullification, The Impact of Native American Reservations, The Mexican-American War, Independence for Texas, Gold Rush Minors Suffer Hardships. The Impact of the California Gold Rush

Teacher Resources:

- Section Lesson Plan
- "Do Now"-Daily Bell ringer Transparencies
- Chapter Power Points Presentation
- Differentiated Instruction Lesson plans-ELLs. Special Ed,

- Standardized Test Practice: Pages 317, 341, & 375
- Chapter Review, general and modified
- Chapter Tests Forms A & B
- Modified Chapter Test

Benchmark Assessments:

- Exact Path
- Common Formative Assessment

Alternative Assessments:

Performance based evaluation using rubrics (<http://rubistar.4teachers.org/index.php>)

Portfolio of student work

Oral presentations

Self-evaluation, Peer evaluation

Types of Assessments: <https://www.teachthought.com/pedagogy/6-types-assessment-learning>

6.1.8. B.3.a Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.

6.1.8. B.4.a Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.

6.1.8. B.4.b Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans.

6.1.8.C.3.a Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.

6.1.8. C.3.b Summarize the effect of inflation and debt on the American

more Americans held the right to vote.

Explore how Jackson's victory in the election of 1828 marked a change in American politics.

Identify how regional differences grew during Jackson's presidency.

Explain how the rights of the states were debated amid arguments about a national tariff.

Describe how Jackson's attack on the Bank sparked controversy and his policies led to the Panic of 1837.

Illustrate how the Indian Removal Act authorized the relocation of Native Americans to the West.

State how Cherokee resistance to removal led to disagreement between Jackson and the Supreme Court.

Recognize how the U.S. responded to other Native

Political Cartoon-, Jackson's Against the Banks, The Embargo Act

- Outlining and History
- *Section Links, "Online Notebook"-select right arrow for scaffolding questions (RH.6-8.9)*

Holt McDougal Social Studies, e- Activities

- Animated Geography: Removal of Southwest Tribes, 1820-1840, The War with Mexico, 1846-74,
- Animated History- American Trails West,
- Animated Geography and History- Transportation Systems, Settled Areas 1800-1830, The Western Wilderness, 1850
- Primary Resources: Comparative Perspectives
- *American Culture Blooms*
- *Revolution in Latin America*
- *Transportation of a New Nation*
- *Andrew Jackson*

and Advanced/Gifted and Talented

- Answer Keys- Enrichment Activities, Reading Support, and Skill Development
- Quick Facts
- Transparencies-A New National Identity, Visual Summary, U.S. Boundary Changes, 1818-19, U.S. Roads and Canals, 1850, The Missouri Compromise, 1820, Regions of the U.S. Early 1800s, The Age of Jackson: Visual Summary, Westward Movement

Map Transparencies

- U.S. Boundary Changes
- 1818-1819 U.S. Roads and Canals,
- 1850 The Missouri Compromise
- 1820 Second Seminole War
- Trails Leading West
- The Texas Revolution, Mexican-American War
- 1846-1847, Mexican Americans Today
- Growth of the U.S. to 1853

people and the response of state and national governments during this time.

6.1.8. C.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. D.3.a Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.

6.1.8. D.3.g Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.

Americans who resisted removal with force.

Describe how during the early 1880's, Americans moved west of the Rocky Mountains to settle and trade.

Outline how the Mormons traveled west in search of religion freedom.

Express why many American settlers moved to Texas after Mexico achieved from Spain.

Recognize why Texans revolted against Mexican rule and established an independent and nation.

Identify why many Americans believed that the nation had a manifest destiny to claim new lands in the West.

Explore how as a result of the Mexican-American War, the U.S. added territory in the Southwest.

Recall how the American settlement in the Mexican

- *Nullification Crisis*
- *Indian Removal*
- *Spanish Missions*
- *Texas Revolution Ballads (RH.6-8.9)*

Enrichment Activities (See Student Resources):

- Noah Webster, Thomas Cole, Catharine Mary Sedgwick
- John Calhoun, Sequoya, Black Hawk, Daniel Webster
- Lorenzo de Zavala, James P. Beckwourth, Bridgette "Biddy" Mason, Levi Straus,
- Literature- The Prairie by James Fennimore Cooper, Surrender Speech by Chief Black Hawk, New Orleans to San Francisco, '49 by Tabatha F. Bingham (8.1.8.A.1)

Primary Resources

- Alex de Tocqueville's Democracy in America, John Quincy Adam's Fourth of July 1821, The Bank Wars 1832- Two Views, President Jackson's Proclamation about Nullification,

Holt McDougal Social Studies E-Chapter Enrichment Links

A New National Identity

Section 1

Monroe Doctrine

This is an example of a president using his presidential doctrine's power. Read this Web site to find out what the Monroe Doctrine was.

Section 2

Henry Clay

Henry Clay was a well-known figure in the years leading up to the Civil War, serving as senator, Speaker of the House, and secretary of state.

Section 3

Thomas Cole

View numerous paintings and drawings by Thomas Cole and read about each artwork on this Web site. A biography of Cole is also available.

The Age of Jackson

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.)

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).

6.3.8. A.3 Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.

6.3.8. B.1 Evaluate alternative land use proposals and make recommendations to the appropriate governmental

Cession produced conflict and the blending of cultures.

Address, A Mexican Views the War, From the Journal of Spanish Missionary and Explorer, Family Letters during the California Gold Rush

- Political Cartoon- Monroe Doctrine, Jackson and the Banks, James Polk, and Foreign Policy
- History and Geography- The National Road, Seminole Wars, Spanish Missions in California
- Social Studies Skills Identifying Central Issues, Solving Problems, Interpreting Maps: Expansion
- Focus on Writing- Character Sketch, Interview, Outline for a Documentary Film (CRP 2, RH.6-8.7)

E- Activities,

Writing About History:

- Biographical Narratives and Rubric
- Response to Literature
- Research Reports I& II
- Business Writing

Section 1 History of the Democratic Party

This Web site explains the circumstances and people involved in the formation of the Democratic Party.

Section 2 *McCulloch v. Maryland* (1819)

This Web site includes a summary of events in the *McCulloch v. Maryland*, case followed by the opinion of the Court.

Section 3 Indian Removal Act Read about the history of events leading to the Indian Removal Act of 1830.

Expanding West

Section 1 Brigham Young This site offers a biography of the first president of the Church of Jesus Christ of Latter-day Saints.

Section 2 The Alamo This is the official site of the most popular historic

agency regarding the best course of action.

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.

RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

- Technical Writing
- Current Events
(**9.2.8.B.3, 8.1.8.A.1, RH.6-8.9**)

Premium Teacher

Resources:

- Prelude to Discovery
- The Rush for Gold
- Rounding the Cape
- Heading West
- Search for the Mother Load
- Hardship
- A Woman's Place
- San Francisco Awakens
- Statehood
- I Have Seen the Elephant
- Extended Activities
(**RH.6-8.7**)

Student Premium

Resources

Multimedia Connections:

- American Nationalism
- Indian Removal
- California Gold Rush

tourist attraction in San Antonio. Excellent information and pictures describe the significance of the battle held there and the Texas Revolution.

Section 3

James Polk

This is a companion Web site to the PBS television series "The American President." The site offers extensive information on U.S. presidents, including James K. Polk.

Section 4

The Gold Rush

This image-rich Web site explores several aspects of the 1849 gold rush, and its impact on modern California. It has some interesting anecdotes as well.

Teacher's One Stop

Planner-

Internet Resources, Teacher Resources, Fold Notes

Appendix-- Pyramid, Double Door, Booklet, Layered Book, Key-Term Fold, Four-corner Fold, Three-Panel Flip Chart,

RH.6-8.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.9: Analyze the relationship between a primary and secondary source on the same topic.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Table Fold, Two- Panel Flip Chart, and Tri-Fold

E- Activities, Multimedia Connections:

- The Real West: Rush for Gold

Primary Source docs:

<http://www.loc.gov/exhibits/>

Graphic Organizers:

<https://www.nationalgeographic.org/topics/graphic-organizer/>

Andrew Jackson:

<https://www.whitehouse.gov/about-the-white-house/presidents/andrew-jackson/>

Students will learn about the characteristics of a slave narrative.

Students will examine an excerpt from Jacob Stroyer's Narrative in pairs then they will create their own fictionalized slave narrative.
(CRP4, CRP8, 9.2.8.B.3, NJSLA.W3)

The New Jersey Amistad Commission Interactive Curriculum, Unit Seven – The Evolution of a New Nation State, Slave Trade:

Index of Narratives link:
<http://xroads.virginia.edu/~hyper/wpa/index.html>

Summative Assessment:

Students will be assessed using the PARCC Narrative writing rubric.

Key Vocabulary: John Adams, Thomas Jefferson, John Marshall,

Marbury v. Madison, judicial review Louisiana Purchase, Meriwether Lewis, William Clark, Lewis and Clark expedition, Sacagawea, Zebulon Pike, USS *Constitution*, impressment, embargo, Embargo Act, Non-Intercourse Act, Tecumseh, Battle of Tippecanoe, War Hawks, James Madison, Oliver Hazard Perry, Battle of Lake Erie, Andrew Jackson, Treaty of Fort Jackson, Battle of New Orleans, Hartford Convention, Treaty of Ghent, Rush-Bagot Agreement, Convention of 1818, James Monroe, Adams-Onís Treaty, Simon Bolívar, Monroe Doctrine, Rush-Bagot Agreement, Convention of 1818, James Monroe, Adams-Onís Treaty, Simon Bolívar, Monroe Doctrine, nationalism, Henry Clay, American System, Cumberland Road, Erie Canal, Era of Good Feelings, sectionalism, Missouri Compromise, John Quincy Adams, Washington Irving, James Fennimore Cooper, Hudson River school, Thomas Cole, George Caleb Bingham, nominating conventions, Jacksonian Democracy, Democratic Party, John C. Calhoun, spoils system, Martin Van Buren, Kitchen Cabinet, Tariff of Abominations, states' rights doctrine, nullification crisis, Daniel Webster, *McCulloch v. Maryland*, Whig Party, Panic of 1837, William Henry Harrison, Indian Removal Act, Indian Territory, Bureau of Indian Affairs, Sequoia, *Worcester v. Georgia*, Trail of Tears, Black Hawk, Osceola, John Jacob Astor, mountain men, Oregon Trail, Santa Fe Trail, Mormons, Brigham Young, Father Miguel Hidalgo y Costilla, empresarios, Stephen F. Austin, Antonio López de Santa Anna, Alamo, Battle of San Jacinto, manifest destiny, James K. Polk, *vaqueros*, Californios, Bear Flag Revolt, Treaty of Guadalupe Hidalgo, Gadsden Purchase

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA –

https://www.wida.us/standards/CAN_DOs/. This particular unit has limited language barriers due to the physical nature of the curriculum.

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed o determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity in planning and carrying out investigations and analyzing and interpreting data.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none">Pre-teach vocabulary	<ul style="list-style-type: none">Utilize modifications & accommodations delineated in the student’s IEP	<ul style="list-style-type: none">Teachers may modify instructions by modeling what the student is	<ul style="list-style-type: none">William and Mary Social Studies curriculum for gifted learners: https://k12.kendallhunt.com/progra

<ul style="list-style-type: none"> ● Speak and display terminology ● Teacher modeling ● Peer modeling ● Provide ELL students with multiple literacy strategies. ● Word walls ● Use peer readers ● Give page numbers to help the students find answers ● Provide a computer for written work ● Provide two sets of textbooks, one for home and one for school ● Provide visual aides ● Provide additional time to complete a task ● Use graphic organizers 	<ul style="list-style-type: none"> ● Work with paraprofessional ● Use multi-sensory teaching approaches. ● Work with a partner ● Provide concrete examples ● Restructure lesson using UDL principals (http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA) ● Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). 	<p>expected to do</p> <ul style="list-style-type: none"> ● Using visual demonstrations, illustrations, and models ● Give directions/instructions verbally and in simple written format. Oral prompts can be given. ● Peer Support ● Increase one on one time ● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. ● Review behavior expectations and make adjustments for personal space or other behaviors as needed. ● Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community. ● Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, 	<p>m/william-mary-gifted-social-studies-curriculum</p> <ul style="list-style-type: none"> ● Curriculum compacting ● Inquiry-based instruction ● Independent study ● Higher order thinking skills ● Adjusting the pace of lessons ● Interest based content ● Real world scenarios ● Student Driven Instruction ● Use project-based learning ● Structure the learning around explaining or solving a social or community-based issue. ● Collaborate with after-school programs or clubs to extend learning opportunities.
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		experts from the community helping with a project, journal articles, and biographies).	
Interdisciplinary Connections:			
Career Ready Practices:			
CRP2: Apply appropriate academic and technical skills. CRP4: Communicate clearly and effectively and with reason. CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.			
Integration of 21st Century Standards NJSLS 9:			
9.2.8.B.3: Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.			
Integration of Technology Standards NJSLS 8:			
8.1.8.A.1: Demonstrate knowledge of a real-world problem using digital tools.			
Interdisciplinary Connections			
ELA-NJSLS/ELA:			
RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.			
RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.			
RH.6-8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.			
RH.6-8.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.			
RH.6-8.9: Analyze the relationship between a primary and secondary source on the same topic.			
WHST.6-8.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.			
Anchor Standard:			
NJSLSA.W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.			