



# Unit 4.1 Eco, Soc and Pol Movements/Jacksonian Ame

9 Curriculum Developers

## Stage 1: Desired Results

### Established Goals

CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

CCSS: Grades 6-8

Reading: History/Social Studies

Craft and Structure

4. 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.

- 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.

RI: GSE: Social Studies

RI: Grades 7-8

Civics & Government

C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals. C&G 1 (7-8) –1 Students demonstrate an understanding of origins, forms, and purposes of government by...

- d. explaining how geography and economics influence the structure of government

C&G 3 (7-8) –2 Students demonstrate an understanding of how of individuals and groups exercise (or are denied) their rights and responsibilities by...

- b. identifying and explaining how an action taken by an individual or a group impacts the rights of others

Historical Perspectives

HP 4 (7-8) –1

Students demonstrate an understanding that geographic factors and shared past events affect human interactions and changes in civilizations by...

- a. citing specific evidence to explain how geographic factors impacted a civilization's adaptation, development or decline (e.g., Fertile Crescent, China, Westward Expansion)U.

HP 4 (7-8) –2

Students demonstrate an understanding that innovations, inventions, change, and expansion cause increased interaction among people (e.g., cooperation or conflict) by...

- a. identifying and describing how traits of civilization develop in response to innovations, inventions, change and territorial expansion.

Economics

E 1 (7-8) –1

Students demonstrate an understanding of basic economic concepts by...

- c. researching and analyzing the impact of surplus, subsistence, and scarcity.

### Enduring Understandings

- People, places and ideas change over time

Academic Vocabulary

Facilitate: to help make happen

Participate: to take part in

Federal: relating to a nation government

Survive: to continue existing or living after nearly being destroyed

Institution: an organization that has an important purpose in society

Symbol: a word or object that stands for something else

Access: a way into something or someplace

Resource: something that can be used for benefit, especially land, minerals and water

Justify: to provide an explanation for

### Essential Questions

- How did geography lead to political divisions in American society?
- How did the expansion of suffrage change the complexion of the United States in the early 19th century?
- Was the "spoils system" a good example of democracy in action?
- How did economic self-interest lead to development of sectionalism in American society?
- How did sectionalism lead to the development of new political parties?
- How did Jackson's actions impact the rights of Native Americans?
- Why were Native Americans forced to abandon their land and move west?
- How did Jackson's actions strengthen the power of the executive branch?
- How did the veto of the re-charter of the Second National Bank lead to the Panic of 1937?

Incorporate: to include, absorb

- How does geography influence the way people live?
- Why does conflict develop?
- How do new ideas change the way people live?
- How did the United States gain territory in the 19th century?
- Explain the concept of Manifest Destiny.
- How did the geography of Texas and Oregon lure American resettlement of the west
- How did cultural differences create a rift between settlers of Texas and the Mexican government?
- Was the United States imperialistic taking land from Mexico?
- Was the Manifest Destiny justified?
- What social and economic changes occurred in California as a result of the discovery of gold?
- Was the expansion of the United States from “sea to shining sea” inevitable?

## Content Knowledge

Students will know:

- the new ways of campaigning and its effect on the elections of 1824 and 1828
- the debate over states' rights versus the rights of the federal government
- the causes and consequences of the removal of eastern Native Americans
- the reasons behind the closing of the national bank
- the ideas and the concepts of Manifest Destiny
- how Florida, Texas, California, and Utah became states
- the causes and results of the war with Mexico
- how the Gold Rush affected California
- why the Mormons settled in Utah

## Skills

Students will be able to:

- **explain** the basic differences in the political parties during the Jackson Era
- **analyze** the conflict over tariffs as it relates to sectional divisions
- **assess** the role of campaign tactics in elections of the early nineteenth century
- **describe** how changes at the state level contributed to the rise of democracy.
- **compare** the position of those who supported states' rights to those who wanted a stronger federal government
- **identify** the Native Americans' point of view about their removal to Indian Territory
- **assess** the impact of the policy of removal of Native Americans to Indian Territory
- **describe** the Seminoles' response to removal and how it differed from the responses of other Native American peoples of the time
- **explain** Jackson's objections to the Bank of the United States
- **identify** the causes and effects of the Panic of 1837
- **trace** the rise and decline of the Whig Party
- **evaluate** the presidencies of Martin Van Buren and John Tyler
- **analyze** why Americans wanted the land in the Oregon Country
- **evaluate** the concept of and justifications for Manifest Destiny
- **identify** the steps in the process of statehood for Florida
- **identify points of view** in the war for independence in Texas
- **identify points of view** in the development of California's culture
- **identify** the reasons behind the conflict between the United States and Mexico
- **understand cause and effect** relationships that followed the discovery of gold in California
- **identify** the Mormons and **analyze** why they settled in Utah

## Stage 2: Assessment Evidence

### Assessment (New)

 [Chapters 11 and 12 Test.docx](#)

### Assessment

Assessments include, but are not limited to: Chapter 12 Lesson Quizzes (1-3), Chapter Test, ...

 [Chapter 12 Lesson 1.pdf](#)

 [Chapter 12 Lesson 2.pdf](#)

 [Chapter 12 Lesson 3.pdf](#)

## Stage 3: Learning Plan

# Learning Activities

Reading informational text: Alexis de Tocqueville Observation of American Democracy.

Growing Spirit of Democracy Chart Skills

PowerPoint on the Election of J. Q. Adams and the Corrupt Bargain.

Play "Muddy Boats"

Reading informational text: Growth of Democracy and new political parties.

Complete a chart on sectionalism based upon informational text reading

Painting analysis on Trail of Tears

Information text reading with question on the Trail of Tear

Native American perspective on the removal with exit slips

Video Clip On Trail of Tear

Closed notes activity on the history of the national bank and Jackson's veto of the Bank.

Text Book reading and discussion on the Panic of 1837.

 600 Declaration of Sentiments.pdf

 596 Women and the Oregon Trail.pdf

 593 Monroe Doctrine.pdf

 DBQ-Louisiana Purchase.pdf

 Louisiana Purchase Lesson Plan.pdf

 Louisiana Purchase Map Activity.pdf

 Trail\_of\_Tears.asf

 king andrew the first editorial cartoon.jpg

 Jackson Video Exit Slip.docx

 Trail of Tears to go with the Stanford DBQ.docx.pdf

# Resources

 Chapter 12 The Jackson Era.pdf

 Age of Jackson Video Worksheets 1.docx

 Jackson Video Exit Slip.docx

 Age of Jackson Video Worksheets 1.docx

 ch13jackson[1].ppt

 Jackson Video Exit Slip.docx

 Andrew\_Jackson.asf

 ch11 and 12 Industrial Revolution and Jackson 2015.pptx

 ch11 and 12 Industrial Revolution and Jackson student notes.pptx

 James\_Monroe\_to\_Andrew\_Jackson.asf

 Our\_Changing\_Nation\_\_From\_James\_Monroe\_to\_Andrew\_Jackson.asf

 Trail of Tears Indian Removal Lesson Plan.pdf

 Monroe Doctrine.ppt


 Trail\_of\_Tears.asf

 The\_Monroe\_Doctrine\_\_1823.asf

 sectionalism chart.docx

 DBQ-Trail of Tears.pdf

 ch13westmove.ppt

 Westward\_Strategy\_\_The\_Louisiana\_Purchase\_and\_the\_Lewis\_and\_Clark\_Expedition.asf

 594 Inauguration of Andrew Jackson.pdf

 573 Democracy in America.pdf

 Ch 13 Video Introduction 2019.wmv

 Chapter 13 Video Entry Slip 2019.docx