



Marietta City Schools
2024–2025 District Unit Planner

Individuals and Societies US History

Unit title	<i>Unit 3: Early Republic, Expansion, and Reform</i>	Unit duration (hours)	<i>13.5 Hours</i>
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

GA DoE Standards

Standards

SSUSH6 Analyze the challenges faced by the first five presidents and how they responded.

- a. Examine the presidency of Washington, including the precedents he set.
- b. Explain the presidency of John Adams including the Sedition Act and its influence on the election of 1800.
- c. Explore Jefferson’s expansion of presidential power including the purchase and exploration of the Louisiana Territory.
- d. Explain James Madison’s presidency in relation to the War of 1812 and the war’s significance in the development of a national identity.
- e. Explain James Monroe’s presidency in relation to the Monroe Doctrine.

SSUSH7 Investigate political, economic, and social developments during the Age of Jackson.

- a. Explain Jacksonian Democracy, including expanding suffrage, the Nullification Crisis and states’ rights, and the Indian Removal Act.
- b. Explain how the North, South, and West were linked through industrial and economic expansion including Henry Clay and the American System.
- c. Explain the influence of the Second Great Awakening on social reform movements, including temperance, public education, and women’s efforts to gain suffrage.
- d. Explain how the significance of slavery grew in American politics including slave rebellions and the rise of abolitionism.

Concepts/Skills to be Mastered by Students

Information Processing Skills:

- 1. compare similarities and differences
 - 2. organize items chronologically
 - 3. identify issues and/or problems and alternative solutions
 - 4. distinguish between fact and opinion
- identify main idea, detail, sequence of events, and cause and effect in a social studies context

- 6. identify and use primary and secondary sources
- 11. draw conclusions and make generalizations
- 15. determine adequacy and/or relevancy of information

Literacy Skills:

L11-12RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

L11-12RHSS4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10)

L11-12WHST1: Write arguments focused on discipline-specific content

L11-12WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Essential Questions

Factual—

What Social Reform Movements influence change in society during this time period?

How did the Monroe Doctrine influence the relationship of the United States with other nations?

What were the accomplishments and setbacks of the early presidents (Washington, Adams, Jefferson, Monroe, Jackson)

Conceptual—

How was Presidential power expanded during the early Republic?

How did the United States physically expand and how did this impact American Indians?

How did Social Reform Movements influence change in society?

Debatable-

How did the early presidents solve the problems that faced them and shape American identity?

How did industrial development and physical growth influence the American economy?

On-Level Assessment Tasks

List of common formative and summative assessments.

Formative Assessment(s):

Unit 3 CFA SSUSH6

Summative Assessment(s):

Unit 3 2021-2022 Summative Assessment in AMP

Honors Assessment Tasks

Formative Assessment(s):

SSUSH6 and SSUSH7 Multiple Choice CFA (Performance Matters Generated)

Summative Assessment(s):

Expansion and Reform Summative (Performance Matters Generated)

Expansion and Reform Summative ELL/ESOL (Performance Matters Generated)

SSUSH6 and SSUSH7

On-Level Learning Experiences

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
SSUSH7 Investigate political, economic, and social developments during the Age of Jackson. (Sub Elements a. And b.)	W Andrew Jackson Zombie Assignment.docx Students investigate the presidency of Andrew Jackson and his relationships with other politicians of the day. The task ends in an essay justifying rankings of who Jackson would most target as a zombie.	Individualized instruction (remediation or enrichment) will be based on IEPs, Gifted and/or 504 documentation.

<p>Essential Question: How did the French & Indian War lay the groundwork for the American Revolution?</p> <p>All for Unit</p>	<p>USH EOC Review Guide for Students</p> <p>USH EOC Review Activity for Students</p> <p>Students will use information in the review guides and in class to complete tasks aligned to the GSE.</p>	<p>Individualized instruction (remediation or enrichment) will be based on IEPs, Gifted and/or 504 documentation.</p>
<p><u>Honors Learning Experiences</u></p>		
Objective or Content	Learning Experiences	Personalized Learning and Differentiation
<p>Bill of Rights</p>	<p>Students will research and analyze the impact of the Bill of Rights on American society and government. Students will respond to the writing prompt “ How did the Bill of Rights address the concerns of the Anti-Federalists?”</p>	<p>Teacher will actively monitor students throughout the activity to address questions or concerns related to activity and provide corrective feedback when necessary.</p>
<p>First Five Presidents</p>	<p>Students will create a presentation using google slides and submit to teacher regarding the challenges and achievements of the first five US Presidents.</p> <p>Students will include the following information in the presentation: Political affiliation and terms served Major political, economic, and social challenges during term in office. Solutions to major political, economic, and social challenges during term in office.</p>	<p>Teacher will actively monitor students throughout the activity to address questions or concerns related to activity and provide corrective feedback when necessary.</p>
<p>George Washington</p>	<p>Students will read George Washington’s Proclamation of Neutrality and Farewell Address. Students will select from one of two questions referenced below and write a short essay.</p> <p>Essay Question 1: Was George Washington’s position about foreign policy accurate or not? Essay Question2 How did George Washington’s position influence future US foreign affairs policy?</p>	<p>Teacher will actively monitor students throughout the activity to address questions or concerns related to activity and provide corrective feedback when necessary.</p>
<p><u>Content Resources</u></p>		
<p><u>On-Level</u></p> <p>Notes Summary</p>	<p><u>Honors</u></p> <p>US Crash Course Segments 6, 7, and 8</p>	

[Vocabulary](#)

[Readings and Document Analysis](#)

[SSUSH 6 Packet](#)

[SSUSH 7 Packet](#)

Savvas Textbook Resources

SSUSH6a

Creating a New Government, 166-167

Domestic and Foreign Affairs, 171-173

SSUSH6b

Foreign Policy Affects Domestic Politics, 173-175

SSUSH6c

A Growing Nation Looks Westward, 178-179

SSUSH6d

War With Britain, 184-186

SSUSH6e

Key Events of the Early Republic Timeline, 164 Nationalism Leads to American Expansion, 201- 202

SSUSH7a

Andrew Jackson Enters National Politics, 204-207

American Indian Removal, 207-209

The Debate Over Nullification, 209-210

SSUSH7b

The Influence of Nationalism on Domestic Affairs, 199-201

SSUSH7c

The Second Great Awakening, 241-243

Public Education Reform, 247-248

Social Reform Movements, 248-250

Women Fight for Reforms, 260-261

Women Seek Expanded Rights, 261-263

The Seneca Falls Convention, 263-264

SSUSH7d

Life as an Enslaved African American, 251-253 Identify Supporting Details, 253 The Antislavery Movement Grows, 255-256

[George Washington's Proclamation of Neutrality](#)

[George Washington's Farewell Address](#)

[Discovery Education video on George Washington's Presidency:](#)

Edpuzzle

First Five Presidents

Age of Jackson

Indian Removal

Choice Board activity

DBQ Age of Jackson or Creating Our Country

Henry Clay and the American System Activity

Second Great Awakening Activity

Indian Removal Activity

Unit 3: Early Republic, Expansion and Reform

[Word Sort Activity: Early 1800s American History](#)

[SSUSH6a - George Washington](#)

[SSUSH6b - John Adams](#)

[SSUSH6c - Thomas Jefferson](#)

[SSUSH6c - Louisiana Map Activity](#)

[Skits for SSUSH6](#)

[SSUSH7 Flow Charts](#)

John Adams/ Thomas Jefferson Venn Diagram Comparison of two presidents (Federalist & Anti Federalist

Strict vs Loose Interpretation of Constitution Venn Diagram

Flowcabulary Activites First Five Presidents

Analyze Political Cartoons: Monroe Doctrine, Jackson Democracy, Indian Removal Act (also DBQ)

Henry Clay's American System Educational Video

Play Erie Canal Song with lyrics to enhance its connection of the Midwest to Atlantic Ocean's trade.

Second Great Awakening Reforms: Analyze Political Cartoons, Anchor charts, Design 4 square posters

[SSUSH6c - Louisiana Map Activity](#)

[Skits for SSUSH6](#)


[SSUSH7 Flow Charts](#)

[US History Unit 3 Lesson 1 Flashcards - Quizlet](#)

[Andrew Jackson Political Cartoon Analysis](#)

[Strict vs Loose Intrepretation of Constitution Htps:](#)

[//drive.google.com/file/d/17vmBqBgNbbKiczJGFT9x56VGLhLdpnuS/view?usp=sharing](https://drive.google.com/file/d/17vmBqBgNbbKiczJGFT9x56VGLhLdpnuS/view?usp=sharing)

 [Women's Suffrage Seneca Falls Cartoon & Questions.docx](#)

Support Resources

[DoE US History Inspire Site](#)

[DoE US History Milestone Study Guide](#)

[DoE US History Milestone Achievement Level Descriptors for Parents](#)

[US History Teacher Notes](#)

[US History Student Notes/Text](#)

[Discovery Education Experience](#) (searchable by subject- login required: student Google Email)