



**Marietta City Schools**

**District Unit Planner**

*US History through Film*

<b>Unit title</b>	<i>Unit 2: The Nation Expands and Divides Westward Expansion and Civil War</i>	<b>Unit duration (hours)</b>	8
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**Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?***

**GA DoE Standards**

**Standards**

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

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

**SSUSH8 Explore the relationship between slavery, growing north-south divisions, and westward expansion that led to the outbreak of the Civil War.**

- Explain the impact of the Missouri Compromise on the admission of states from the Louisiana Territory.
- Examine James K. Polk's presidency in the fulfillment of Manifest Destiny including the Texas annexation and Oregon.
- Analyze the impact of the Mexican War on growing sectionalism.
- Explain how the Compromise of 1850 arose out of territorial expansion and population growth.
- Evaluate the Kansas-Nebraska Act, the failure of popular sovereignty, Scott v. Sanford, John Brown's Raid on Harper's Ferry, and the election of 1860 as events leading to the Civil War.

**SSUSH9 Evaluate key events, issues, and individuals related to the Civil War**

- a. Explain the importance of the growing economic disparity between the North and the South through an examination of population, functioning railroads, and industrial output.
- b. Discuss Lincoln's purpose in using emergency powers to suspend habeas corpus, issuing the Emancipation Proclamation, and delivering the Gettysburg and Second Inaugural Addresses.
- c. Examine the influences of Ulysses S. Grant, Robert E. Lee, Thomas "Stonewall" Jackson, William T. Sherman, and Jefferson Davis.
- d. Explain the importance of Fort Sumter, Antietam, Vicksburg, Gettysburg, and Atlanta, as well as the impact of geography on these battles.

**Concepts/Skills to be Mastered by Students**

**Information Processing Skills:**

1. compare similarities and differences
3. identify issues and/or problems and alternative solutions
4. distinguish between fact and opinion
5. identify main idea, detail, sequence of events, and cause and effect in a social studies context
6. identify and use primary and secondary sources
7. interpret timelines, charts, and tables
8. identify social studies reference resources to use for a specific purpose
9. construct charts and tables
10. analyze artifacts
11. draw conclusions and make generalizations
12. analyze graphs and diagrams
14. formulate appropriate research questions
15. determine adequacy and/or relevancy of information
16. check for consistency of information
17. interpret political cartoons

**Map and Globe Skills:**

4. compare and contrast the categories of natural, cultural, and political features found on maps
6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps
7. use a map to explain impact of geography on historical and current events
8. draw conclusions and make generalizations based on information from maps
10. compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities
11. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations

### **Literacy Skills:**

L9-10RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

L9-10RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

L9-10RHSS3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

L9-10RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

L9-10RHSS5: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis

L9-10RHSS7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

L9-10RHSS8: Assess the extent to which the reasoning and evidence in a text support the author's claims.

L9-10RHSS9: Compare and contrast treatments of the same topic in several primary and secondary sources.

L9-10WHST1: Write arguments focused on discipline-specific content

L9-10WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

L9-10WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

L9-10WHST5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

L9-10WHST6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

L9-10WHST7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

L9-10WHST8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

L9-10WHST9: Draw evidence from informational texts to support analysis, reflection, and research

### **Essential Questions**

What were the key features of Jacksonian Democracy?  
How did the Nullification Crisis and issue of states' rights influence Jacksonian Democracy?  
How did the Indian Removal Act represent Jacksonian Democracy?  
What is the American System (Henry Clay)  
How did industrial expansion link the north and south?  
How did the Second Great Awakening on social reform movements, including temperance, public education, and women's efforts to gain suffrage influence America?  
Why did the institution of slavery become important in American politics?  
What influence did slave rebellions and the rise of abolitionism have?  
What was the impact of the Missouri Compromise on the admission of states from the Louisiana Territory.  
How did the Mexican War impact the growth of sectionalism?  
How did the Kansas-Nebraska Act, the failure of popular sovereignty, Scott v. Sanford, John Brown's Raid on Harper's Ferry, and the election of 1860 lead to the Civil War?  
What were some differences between the economies of the north and south?  
How did the economic disparities between the north and south help lead to the Civil War?  
What was the purpose of Lincoln using emergency powers to suspend habeas corpus, issuing the Emancipation Proclamation, and delivering the Gettysburg and Second Inaugural Addresses?  
What were the influences and impact of Ulysses S. Grant, Robert E. Lee, Thomas "Stonewall" Jackson, William T. Sherman, and Jefferson Davis.  
How were Fort Sumter, Antietam, Vicksburg, Gettysburg, and Atlanta important during the Civil War?  
How did geography of these battles?

### Assessment Tasks

*List of common formative and summative assessments.*

#### **Formative Assessment(s):**

America Story of Us (Civil War) Companion Questions : [W ASOU Ep. 5 Civil War Questions.docx](#)

#### **Summative Assessment(s):**

**Electronic Timeline**- Students will create a timeline showing major events that occurred during Age of Jackson with a brief description of each

**Learning Experiences**

Add additional rows below as needed.

<b>Objective or Content</b>	<b>Learning Experiences</b>	<b>Personalized Learning and Differentiation</b>  All information included by PLC in the differentiation box is the responsibility and ownership of the local school to review and approve per Board Policy IKB.
<b>Jacksonian Democracy</b>	<a href="#">Unit 2 Andrew Jackson's Presidency Timeline</a>	* Students can work in groups or individual learning. *Notes and graphic organizers *Students can go further with a debate
<b>Indian Removal Act of 1830</b>	<a href="#">Unit 2 Indian Removal Act Activity</a>	Activity reaches a multitude of learners. This could be printed out, or completed electronically.  Activity can be done in part or in whole for the individual student needs.
<b>Economic Differences between North &amp; South</b>	<a href="#">Differences between the North and South</a>	Grouping for Technique presentations via random or self-selected  Jigsaw technique  Pre-teach academic vocabulary through flipped learning homework

**Content Resources**

- [America the Story of US Episode 4](#) SSUH7
- [America the Story of US Episode 5](#) SSUH8 &9
- [Maps and Statistics for Trail of Tears](#)

[Andrew Jackson's Presidency](#)