



Grade 8 - Unit 2 - Expansion & Economic Growth from States to Nation

Unit Focus

With the new government established, the United States quickly set its sights on expansion. At the start of the nineteenth century, with the growing populations' desire for farm land, as well as their busy factories in need of natural resources, motivation for Americans to flood across national borders was high. New technologies, mixed with the ideology of Manifest Destiny, only accelerated the pace of westward, unmitigated migration. Unit 2 traces this physical expansion of the United States, challenging students to question and critique how expansion took place. From the Louisiana Purchase through the Mexican American War, students will examine expansion through the political, ideological, economic and technological lenses. This study helps students to begin to further define what democracy meant for different Americans at the time. It also sets the context for later units as tension over slavery escalated with every step across the continent. The tradebook, *Nineteenth Century American History for Teens*, by Rod Franchi, will serve as a foundational resource from which further learning is based.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
Connecticut Elementary and Secondary Social Studies Standards (2023) Grade 8 - United States History II <ul style="list-style-type: none">Develop compelling and supporting questions that are mutually reinforcing. (8.Inq.1.b)Organize and prioritize relevant evidence from and among multiple sources to support claims. (8.Inq.3.b)Develop claims and counterclaims while pointing out the strengths and limitations of different sources. (8.Inq.3.c)Construct explanations using reasoning, summary, sequence, examples, and data while pointing out the strengths and weaknesses of the explanations. (8.Inq.4.b)Critique the credibility of arguments and structure of explanations related to a historical account of an event or issue in United States History. (8.Inq.4.c)Present arguments and explanations that feature multiple perspectives about local, state, or national history to reach a target audience using print, oral, and digital technologies. (8.Inq.4.d)Analyze the impact of United States' treaties on the sovereignty of Native nations (e.g., Ordinance of 1787, Treaty of the Creeks, Treaty of Greenville, Louisiana Purchase, Treaty of Fort Wayne). (8.His.1.b)Analyze the events and developments related to the institution of slavery in the early republic (e.g., Haitian Revolution, Act Prohibiting the Importation of Slaves, cotton gin, textile industry). (8.His.1.c)	<i>Students will be able to independently use their learning to...</i> T1 Develop and communicate an informed argument/explanation using illustrative details and examples based on audience and purpose.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Americans at the turn of the nineteenth century had different visions for the country. Different groups of Americans held competing visions for the nation's future, shaped by regional economies, values, and access to resources. U2 The United States expanded its territory through purchases, treaties, exploration, and conflict, dramatically altering the nation's size and influence. U3 Westward expansion was justified through ideas such as Manifest Destiny, which promoted national growth while often ignoring the rights of Native Americans and other groups. U4 Native American nations responded to westward expansion in diverse ways, including resistance, adaptation, negotiation, and forced removal. U5 New technologies and conflicts impacted the growth of the country in different ways.	<i>Students will keep considering...</i> Q1 How did human choices, through invention, migration, and government action, reshape the physical and economic and social landscape of the United States? Q2 In what ways did the country acquire new land? Q3 How did Americans justify westward expansion, and who benefited or suffered as a result? Q4 How did different regions of the country develop based on their natural resources?

Stage 1: Desired Results - Key Understandings

- Explain the causes and effects of government policies and executive decisions related to industrialization and expansion of the United States (e.g., Bureau of Indian Affairs, Indian Removal Act, Louisiana Purchase, Mexican-American War). (8.His.14.a)
- Evaluate the influence human-induced environmental change had on spatial patterns of industrialization and Westward Expansion (e.g., Cumberland and National Roads, Erie Canal, Farmington Canal, Pacific Railroad). (8.Geo.9.a)
- Explain how Westward Expansion increased access to natural resources and the production and distribution of goods in a global market (e.g., agriculture, mining, canals, factories, rail, shipping). (8.Geo.11.a)
- Explain how the transition from an agricultural-based economy to an industrialized economy affected the wellbeing of individuals, groups, and businesses (e.g., factory workers, child laborers, women in the industrial workforce, formerly enslaved persons, Irish, Chinese, Black, and White laborers and tradespeople). (8.Eco.1.a)
- Explain how the demand for finished goods influenced business specialization and the growing need for labor during the American Industrial Revolution (e.g., textiles, firearms, shipbuilding, manufacturing, foundries, logging). (8.Eco. 3.a)
- Analyze the role of innovation and entrepreneurship at the start of the American Industrial Revolution (e.g., mills, patents, telegraph, interchangeable parts). (8.Eco.7.a)

Madison Public Schools Profile of a Graduate

- Product Creation: Effectively use a medium to communicate important information. (POG.3.2)

Technological innovations and transportation advancements fueled economic growth and contributed to increasing regional differences between the North, South, and West.

Acquisition of Knowledge and Skill

Knowledge

Students will know...

K1 The Louisiana Purchase led to the expansion and exploration of the country and impacted Native peoples.

K2 Government policies to expand the country had negative consequences on Native peoples.

K3 The Texas Revolution and Mexican-American War led to an expansion of the country.

K4 The North, South, and West all had different economies.

K5 While westward expansion led to new resources and opportunities, it also created sectionalism within the country.

Skill(s)

Students will be skilled at...

S1 Determining the central ideas or information of a primary or secondary source; provide an accurate summary of the source.

S2 Integrating visual information from maps with other information in print.

S3 Synthesizing information from multiple sources.

S4 Citing specific textual evidence to support analysis of primary and secondary sources.

S5 Determining the historical significance- Louisiana Purchase, Lewis and Clark

S6 Art analysis – “American Progress”

S7 Students will determine if Texas Annexation and the Mexican American War were justified.

S8 Students will evaluate the ambivalence of Andrew Jackson.

S9 Students will compare and contrast the different sectional interests of early nineteenth century