United States History Unit 4 – “Early Expansion”

Elaborated Unit Focus

In this unit student will analyze territorial and population expansion, economic growth, and the impact of these elements on the local, regional, and national levels in the United States during the first half of the nineteenth century. The themes of conflict and change, beliefs and ideals, and movement and migration, will be used prominently in this unit to help students understand how Americans found themselves on the brink of a new frontier. Individuals, groups and institutions, along with technological innovations, will give students a frame of reference to understand the sweeping changes that were beginning to take place in regards to changes in the economy and westward movement.

Standards/Elements

SSUSH6 The student will analyze the nature of territorial and population growth and the impact of this growth in the early decades of the new nation.
   a. Explain the Northwest Ordinance’s importance in the westward migration of Americans, and on slavery, public education, and the addition of new states.
   b. Describe Jefferson’s diplomacy in obtaining the Louisiana Purchase from France and the territory’s exploration by Lewis and Clark.
   c. Explain major reasons for the War of 1812 and the war’s significance on the development of a national identity.
   d. Describe the construction of the Erie Canal, the rise of New York City, and the development of the nation’s infrastructure.
   e. Describe the reasons for and importance of the Monroe Doctrine.

SSUSH7 Students will explain the process of economic growth, its regional and national impact in the first half of the 19th century, and the different responses to it.
   a. Explain the impact of the Industrial Revolution as seen in Eli Whitney’s invention of the cotton gin and his development of interchangeable parts for muskets.
   b. Describe the westward growth of the United States; include the emerging concept of Manifest Destiny.
   c. Describe reform movements, specifically temperance, abolitionism, and public school.
   d. Explain women’s efforts to gain suffrage; include Elizabeth Cady Stanton and the Seneca Falls Convention.
   e. Explain Jacksonian Democracy, expanding suffrage, the rise of popular political culture, and the development of American nationalism.
Enduring Understandings/Essential Questions

The student will understand that when there is conflict between or within societies, change is the result.
- What significance did the War of 1812 have on the advancement of the national identity of the United States?
- How did events in Latin America lead to the development of the Monroe Doctrine?

The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.
- How did the Northwest Ordinance impact the westward migration of Americans pertaining to issues such as slavery, public education, and the addition of new states?
- How was the War of 1812 significance in the development of a national identity?

The student will understand that the movement or migration of people and ideas affects all societies involved.
- How was American culture and American nationalism affected by westward migration into the Louisiana Territory?
- What impact did the idea of Manifest Destiny have on westward growth?

The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.
- Why did the reform movements of the 19th century develop?
- What beliefs led to the expansion of suffrage for all classes in American society?
- What impact did Elizabeth Cady Stanton and the Seneca Falls Convention have on the women’s suffrage movement?

The student will understand that technological innovations have consequences, both intended and unintended, for a society.
- What role did Eli Whitney play in the Industrial Revolution?
- How did the construction of the Eric Canal lead to the development of the nation’s infrastructure?
**Balanced Assessment Plan**

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<th>Description of Assessment</th>
<th>Standard/Element</th>
<th>Type of Assessment</th>
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| Students will be given a map of the United States during the settlement of the Northwest Territory and the Louisiana Purchase. This will lead to a class discussion regarding:  
  - the states and territories involved,  
  - the steps taken by the U.S. government to connect these regions using canals and roads to the eastern states.  
  - what events caused those areas to become a part of Manifest Destiny.  
  Students will then create a timeline to visualize how unrelated events can lead to conflict. Using the time line, students will write an informative paragraph detailing the need for expansion of the United States to be presented to various anti-expansionist U.S. Senators (role-playing). | 6a, b, d, e 7b   | *Observation  
*Dialogue and Discussion  
*Constructed Response  
*Self-Assessment |
| Students in small groups will create a newspaper advertisement for or against the War of 1812. Each group will have a spokesperson to defend the group’s position along with rationalization for that position. Each group will be given the opportunity to support their position through class discussion. | 6c               | *Observation  
*Dialogue and Discussion  
*Constructed Response  
*Self-Assessment |
| Students in small groups will create an editorial trumpeting the influence of new technology such as interchangeable parts and the invention of the cotton gin by Eli Whitney or refute such inventions as a negative impact on society. | 7a               | *Observation  
*Dialogue and Discussion  
*Constructed Response  
*Self-Assessment |
| Students will create a spider-web style graphic organizer pertaining to the reform movements of the early nineteenth century. Using the graphic organizer, students will role play to support or defend their views of alcohol, abolitionism, public education and women’s suffrage. | 7 c, d           | *Observation  
*Dialogue and Discussion  
*Constructed Response –  
*Self-Assessment |
| Given a list of seven individuals invited to have dinner with President Andrew Jackson, the students will determine the type seating (rectangle or circular), the place settings, and rationale for their decisions. The following people will be in attendance:  
  - President Andrew Jackson,  
  - John C. Calhoun,  
  - Henry Clay,  
  - Nicholas Biddle,  
  - James Eaton,  
  - Martin Van Buren, | 7e               | *Observation  
*Dialogue and Discussion  
*Constructed Response – Multiple Choice  
*Self-Assessment |
Student will draw a diagram depicting place setting. Students will attach a written explanation for their seating arrangement.

FOR SAMPLE PERFORMANCE TASKS FOR THIS UNIT, PLEASE VISIT
http://www.georgiastandards.org/socialstudiesframework.aspx

Resources for Unit

- **www.abanet.org** – historical background of early expansion in the United States
- **www.studysphere.com** – Manifest Destiny notes
- **www.gpb.org** – primary and secondary sources for support of individuals, groups, and institutions
- **www.nationalgeographic.com/education** – Maps and charts of early United States
- **www.nationalarchives.com** – primary and secondary sources for support of individuals, groups and institutions
- **www.georgiaencyclopedia.com** – historical background of early expansion in the United States
- **http://gpb.unitedstreaming.com** – 10 minutes segments of events pertaining to Manifest Destiny

*This unit was created by Mary Ann Cooper, Bill Pate, Andy Preston, and Carole Strickland. Additional content created by Kevin Shivers and Lazarus Osako. Additional input provided by Dr. Bill Cranshaw, Chris Cannon, Marlo Mong, Sarah Brown, and Sherilyn Narker. It was reviewed and approved by the Social Studies Advisory Council 7/06/07.