

Winslow Township School District
United States History 1
Unit 3: The Rise of the Common Man (1820-1850)

Unit 3: The Rise of the Common Man (1820-1850)

Overview: Multiple political, social, and economic factors caused American territorial expansion. The rapid expansion and transformation of the American economy contributed to regional tensions, social reform, political compromises, and an expansion of democratic practices.

Overview	Performance Expectations	Unit Focus	Essential Questions
<p><u>Unit 3</u></p> <p><i>The Rise of the Common Man (1820-1850)</i></p>	<ul style="list-style-type: none"> • 6.1.12.EconGE.3.a • 6.1.12.HistoryUP.2.b • 6.1.12.HistoryUP.2.c • 6.1.12.HistorySE.2.a • 6.1.12.HistoryCA.2.a • 6.1.12.HistoryUP.3.b • 6.1.12.CivicsDP.3.c • 6.1.12.CivicsPI.3.a • 6.1.12.CivicsPI.3.b • 6.1.12.CivicsDP.3.a • 6.1.12.CivicsDP.3.b • 6.1.12.GeoSV.3.a • 6.1.12.EconET.3.a • 6.1.12.EconNE.3.a • 6.1.12.HistoryUP.3.a • 6.1.12.HistoryCA.3.a • 6.1.12.HistoryCA.3.b • 6.1.12.HistoryCC.3.a • WIDA 1, 5 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation. • Analyze the impact and contributions of African American leaders and institutions in the development and activities of black communities in the North and South before the Civil War. • Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law, and individual rights) • Construct responses to arguments in support of new rights and roles for women and for arguments explaining the reasons against them. 	<ul style="list-style-type: none"> • To what extent were the economic interests of the North and South complementary during the Antebellum Era? • What factors accounted for the transformation of federal Indian policy from “assimilation” to removal? • What were the principal political innovations of the Jacksonian Era and to what extent did they contribute to a more democratic society? • To what extent did Andrew Jackson contribute to the expansion of democratic ideals? • To what extent were the reform movements of the 1830s and 1840s an expression of American religious and political idealism? • How did American expansion into the far west (Manifest Destiny) transform the economic and political future of the

Winslow Township School District
United States History 1
Unit 3: The Rise of the Common Man (1820-1850)

		<ul style="list-style-type: none"> • Research multiple perspectives to explain the struggle to create an American identity. • Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments. • Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement. • Analyze primary and secondary sources to determine the extent to which local and state issues, publications, and the rise of interest group and party politics impacted the development of democratic institutions and practices. • Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era. • Compare and contrast the successes and failures of political and social reform movements in New Jersey and the nation during the Antebellum Period (i.e., the 1844 State Constitution, abolition, women’s rights, and temperance). 	United States?
--	--	---	----------------

Winslow Township School District
United States History 1
Unit 3: The Rise of the Common Man (1820-1850)

		<ul style="list-style-type: none">• Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.• Evaluate the impact of Western settlement on the expansion of United States political boundaries.• Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.• Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.• Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g., Native American/European, Native American/White settlers, American/Latin American, American/Asian).• Use evidence to demonstrate how states' rights and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).• Use primary sources representing multiple perspectives to explain the impact of immigration on American	
--	--	--	--

Winslow Township School District
United States History 1
Unit 3: The Rise of the Common Man (1820-1850)

		<p>society and the economy and the various responses to increased immigration.</p> <ul style="list-style-type: none"> Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods. 	
<i>Unit 3: Enduring Understandings</i>	<ul style="list-style-type: none"> Americans strive vigorously for freedom. The appropriate apportionment of political power between the states and the national government is a point of perpetual contention The degree of self-governance afforded the individual has continuously expanded Commercial political and economic interests often run counter to the interests of agriculture Coordinated action by groups or individuals can effect change in social relationships, economic practices, and government policy. Immigration transformed the United States socially, economically and politically 		

Winslow Township School District
United States History 1
Unit 3: The Rise of the Common Man (1820-1850)

Curriculum Unit 3	Performance Expectations		Pacing	
			Days	Unit Days
Unit 3: The Rise of the Common Man (1820-1850)	6.1.12.EconGE.3.a	Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.	1	40
	6.1.12.HistoryUP.2.b	Analyze the impact and contributions of African American leaders and institutions in the development and activities of black communities in the North and South before and after the Civil War	3	
	6.1.12.HistoryUP.2.c	Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).	3	
	6.1.12.HistorySE.2.a	Construct responses to arguments in support of new rights and roles for women and for arguments explaining the reasons against them.	3	
	6.1.12.HistoryCA.2.a	Research multiple perspectives to explain the struggle to create an American identity.	2	
	6.1.12.HistoryUP.3.b	Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments.	3	
	6.1.12.CivicsDP.3.c	Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.	2	
	6.1.12.CivicsPI.3.a	Analyze primary and secondary sources to determine the extent to which local and state issues, publications, and the rise of interest group and party politics impacted the development of democratic institutions and practices.	1	
	6.1.12.CivicsPI.3.b	Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.	3	
6.1.12.CivicsDP.3.a	Compare and contrast the successes and failures of political and social reform movements in New Jersey and the nation during the Antebellum period (i.e., the 1844 State Constitution, abolition, women’s rights, and	1		

Winslow Township School District
United States History 1
Unit 3: The Rise of the Common Man (1820-1850)

	temperance).		
6.1.12.CivicsDP.3.b	Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.	3	
6.1.12.GeoSV.3.a	Evaluate the impact of Western settlement on the expansion of United States political boundaries.	2	
6.1.12.EconET.3.a	Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.	1	
6.1.12.EconNE.3.a	Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.	1	
6.1.12.HistoryUP.3.a	Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g. Native American/European, Native American/White settlers, American/Latin American, American/Asian).	3	
6.1.12.HistoryCA.3.a	Use evidence to demonstrate how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).	3	
6.1.12.HistoryCA.3.b	Use primary sources representing multiple perspectives to explain the impact of immigration on American society and the economy and the various responses to increased immigration.	2	
6.1.12.HistoryCC.3.a	Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.	1	
Assessment, Re-teach and Extension		2	

Winslow Township School District
United States History 1
Unit 3: The Rise of the Common Man (1820-1850)

Unit 3 Grade 10	
Core Ideas	Performance Expectations
Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.	6.1.12.EconGE.3.a: Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
To better understand the historical perspective, one must consider historical context.	6.1.12.HistoryUP.2.b: Analyze the impact and contributions of African American leaders and institutions in the development and activities of black communities in the North and South before and after the Civil War
To better understand the historical perspective, one must consider historical context.	6.1.12.HistoryUP.2.c: Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).
Historical sources and evidence provide an understanding of different points of view about historical events.	6.1.12.HistorySE.2.a: Construct responses to arguments in support of new rights and roles for women and for arguments explaining the reasons against them.
Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past	6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity.
Complex interacting factors influence people’s perspective.	6.1.12.HistoryUP.3.b: Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments.
Social and political systems throughout time have promoted and denied civic virtues and democratic principles.	6.1.12.CivicsDP.3.c: Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.

Winslow Township School District
United States History 1
Unit 3: The Rise of the Common Man (1820-1850)

Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.	6.1.12.CivicsPI.3.a: Analyze primary and secondary sources to determine the extent to which local and state issues, publications, and the rise of interest group and party politics impacted the development of democratic institutions and practices.
Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.	6.1.12.CivicsPI.3.b: Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.
Social and political systems throughout time have promoted and denied civic virtues and democratic principles	6.1.12.CivicsDP.3.a: Compare and contrast the successes and failures of political and social reform movements in New Jersey and the nation during the Antebellum period (i.e., the 1844 State Constitution, abolition, women’s rights, and temperance).
Social and political systems throughout time have promoted and denied civic virtues and democratic principles	6.1.12.CivicsDP.3.b: Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.
Maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.	6.1.12.GeoSV.3.a: Evaluate the impact of Western settlement on the expansion of United States political boundaries.
Resources impact what is produced and employment opportunities	6.1.12.EconET.3.a: Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.
Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living	6.1.12.EconNE.3.a: Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.

Winslow Township School District
United States History 1
Unit 3: The Rise of the Common Man (1820-1850)

To better understand the historical perspective, one must consider historical context.	6.1.12.HistoryUP.3.a: Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g. Native American/European, Native American/White settlers, American/Latin American, American/Asian).
Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.	6.1.12.HistoryCA.3.a: Use evidence to demonstrate how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).
Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.	6.1.12.HistoryCA.3.b: Use primary sources representing multiple perspectives to explain the impact of immigration on American society and the economy and the various responses to increased immigration.
Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts	6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.

Winslow Township School District
United States History 1
Unit 3: The Rise of the Common Man (1820-1850)

Unit 3 Grade 10	
Assessment Plan	
<ul style="list-style-type: none"> • Multiple Choice Quizzes and Tests • Essay and Short Answer Tests 	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Illustrated and Annotated Timeline • Essay, citing specific examples, describe both the positive and negative aspects that a young woman of the 1830s would have encountered working in the Lowell mills.
Resources	Activities
<ul style="list-style-type: none"> • HMH American History 2018 • NJ Amistad Commission Interactive Curriculum • NJ Commission on Holocaust Education • Diversity, Equity & Inclusion Educational Resources. https://www.nj.gov/education/standards/dei/ 	<p>Comparative analysis of the three major colonial regions</p> <p>Andrew Jackson and Indian Removal http://www.njamistadcurriculum.net/history/unit/evolution-new-nation-state/lesson_plan/4250/305.</p> <p>Underground Railroad in NJ http://www.njamistadcurriculum.net/history/unit/evolution-new-nation-state/lesson_plan/4250/317</p> <p>Native American Genocide https://www.nj.gov/education/holocaust/curriculum/materials/docs/holocaust_and_genocide_file2.pdf</p>

Winslow Township School District
United States History 1
Unit 3: The Rise of the Common Man (1820-1850)

Instructional Best Practices and Exemplars	
<ol style="list-style-type: none"> 1. Identifying similarities and differences 2. Summarizing and note taking 3. Reinforcing effort and providing recognition 4. Homework and practice 5. Nonlinguistic representations 	<ol style="list-style-type: none"> 6. Cooperative learning 7. Setting objectives and providing feedback 8. Generating and testing hypotheses 9. Cues, questions, and advance organizers 10. Manage response rates
9.1 Personal Financial Literacy - Income And Careers & 9.2 Career Awareness, Exploration, And Preparation - Career Awareness & 9.4 Life Literacies and Key Skills	
<p>9.4.12.IML.2. Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.</p> <p>The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.</p> <p>Additional opportunities to address 9.1, 9.2 & 9.4:</p> <p>Philadelphia Mint https://www.usmint.gov/learn/kids/resources/educational-standards</p> <p>Different ways to teach Financial Literacy. https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/</p>	

Winslow Township School District
United States History 1
Unit 3: The Rise of the Common Man (1820-1850)

Modifications for Special Education/504

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities.

Accommodations will be made for those students who need extra time to complete assignment. Supports, Accommodations, and Modifications must be provided as stated in IEP, 504 Plan, or CST Intervention Plan, and may include (but are not limited to) the following:

Presentation accommodations: Listen to audio recordings instead of reading text Learn content from audiobooks, movies, videos and digital media instead of reading print versions Use alternate texts at lower readability level Work with fewer items per page or line and/or materials in a larger print size Use magnification device, screen reader, or Braille / Nemeth Code Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone) Be given a written list of instructions Record a lesson, instead of taking notes Have another student share class notes with him Be given an outline of a lesson Be given a copy of teacher's lecture notes Be given a study guide to assist in preparing for assessments Use visual presentations of verbal material, such as word webs and visual organizers Use manipulatives to teach or demonstrate concepts Have curriculum materials translated into native language

Response accommodations: Use sign language, a communication device, Braille, other technology, or native language other than English Dictate answers to a scribe Capture responses on an audio recorder Use a spelling dictionary or electronic spell-checker Use a word processor to type notes or give responses in class Respond directly in the test booklet rather than on an answer sheet.

Setting accommodations: Work or take a test in a different setting, such as a quiet room with few distractions Sit where he learns best (for example, near the teacher, away from distractions) Use special lighting or acoustics Take a test in small group setting Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out) Use noise buffers such as headphones, earphones, or earplugs

Timing accommodations: Take more time to complete a task or a test Have extra time to process oral information and directions Take frequent breaks, such as after completing a task

Scheduling accommodations: Take more time to complete a project Take a test in several timed sessions or over several days Take sections of a test in a different order Take a test at a specific time of day

Organization skills accommodations: Use an alarm to help with time management Mark texts with a highlighter Have help coordinating assignments in a book or planner

Winslow Township School District
United States History 1
Unit 3: The Rise of the Common Man (1820-1850)

Modifications for At-Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations

- Increase one on one time
- Teachers may modify instructions by modeling what the student is expected to do
- Oral prompts can be given.
- Using visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.

English Language Learners

All WIDA Can Do Descriptors can be found at this link:
<https://wida.wisc.edu/teach/can-do/descriptors>

- Grades 9-12 WIDA Can Do Descriptors:
- Listening Speaking
 - Reading Writing
 - Oral Language

Students will be provided with accommodations and modifications that may include:

- Assist with organization
- Use of computer
- Emphasize/highlight key concepts
- Teacher Modeling
- Peer Modeling
- Label Classroom Materials - Word Walls

Modifications for Gifted Students

Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.

- Students can complete extended research outside of the classroom
- Inquiry-based instruction
- Independent study
- Higher order thinking skills
- Adjusting the pace of lessons
- Interest based content
- Project Based Learning
- Real world scenarios
- Student Driven Instruction
- [Gifted Programming Standards](#)
- [Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy](#)
- [REVISED Bloom's Taxonomy Action Verbs](#)

Winslow Township School District
United States History 1
Unit 3: The Rise of the Common Man (1820-1850)

Interdisciplinary Connections

CCSS.ELA Standards

CCSS.ELA-LITERACY.RH.9-10.1- Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-LITERACY.RH.9-10.2-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.

CCSS.ELA-LITERACY.RH.9-10.3-Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

CCSS.ELA-LITERACY.RH.9-10.4-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.

CCSS.ELA-LITERACY.RH.9-10.5-Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

CCSS.ELA-LITERACY.RH.9-10.6-Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

CCSS.ELA-LITERACY.RH.9-10.7-Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CCSS.ELA-LITERACY.RH.9-10.8-Assess the extent to which the reasoning and evidence in a text support the author's claims.

CCSS.ELA-LITERACY.RH.9-10.9-Compare and contrast treatments of the same topic in several primary and secondary sources.

CCSS.ELA-LITERACY.RH.9-10.10-By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Integration of Computer Science and Design Thinking NJSL 8

8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.