

## Theme

*Building, Breaking, and Rebuilding A Nation*

*The Effects of Manifest Destiny, Sectionalism, and a Civil War on the People of the United States*

### STEM Innovation Academy 2 Unit Plan

Subject: American Experiences (Honors US History I) Unit Title: Building a Nation, Tearing it Apart, Civil War and Reconstruction Grade: 9	Teacher: Kathleen Gengaro Duration: Second marking cycle (12 weeks)
<b>Summary of Unit</b>  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. The expansion, however, was not without its costs to Native Americans, African Americans and women. The Civil War was caused by ideological, economic, and political differences about the future course of the nation. Efforts to reunite the country through Reconstruction were contested, resisted, and had long-term consequences.	
<b>Stage 1 – Desired Results</b>	
<b><u>Essential Questions:</u></b>  How do we use evidence from the past to predict the outcomes of events today? How have the roles of women, African Americans and Native Americans changed, or have they, during different historical eras? How can constitutions create weak governments or meet the needs of a nation? How does compromise assist in creating government documents? Why are systems of government created? How does a system of checks and balances help protect citizens' rights? How does a bill become a law? How can a method of electing a national leader be undemocratic? How can amendments to a constitution protect basic rights and liberties? How does an unwritten constitution help preserve a system of government? How does a constitution become a “living” or “enduring” document? How do political parties impact government? What makes domestic and foreign policies effective? How do individuals impact the problems of society? Are wars inevitable? Is there ever justification for greed? To whom do citizens owe allegiance? How can a war divide a nation? How can immigration divide a nation? What is equality and how does it differ from equity? Why do multiple perspectives matter? How immigration or migration affect indigenous populations? Why does geography matter and is it really the mother of history? How do we measure success? How do political parties impact a nation? How does a nation's economy shape its politics?	

How can geography affect a nation's history?  
Who can change society?

**Objectives/Learning Targets:**

Differentiate between connotation and denotation of vocabulary in primary, secondary, and literary sources.

Apply close reading skills to develop an understanding of information from text.

Develop strategies to listen open-mindedly to views contrary to their own

Develop and utilize strategies to understand how to read informational text

Collaborate to manage and resolve conflicts

Apply democratic values and processes to particular historical events

Evaluate the actions or inactions of an individual, group, and/or nation that have intended and unintended consequences.

Analyze the implementation of rights that all people in our nation have under the Constitution

Critique the advantages and disadvantages of different forms of protest

Analyze political cartoons, purposes of government, and why there are two sides to every story

Evaluate why there may or may not be valid reasons for war

Debate and support positions for and against the removal of Native Americans/Indigenous People

Write a research simulation task

Participate in moot court

Read like a historian

Recognize tone in primary source documents

Analyze issues facing the US in 1812 and the mid 1800s, identify the core underlying values of the options, integrate the arguments and beliefs of the options and the readings into a persuasive, coherent presentation and work cooperatively in groups to organize effective presentations.

Analyze the advantages and disadvantages of different forms of protest

Analyze the purposes of government

Analyze the purposes of political cartoons

Analyze why there are two sides to every story and that there may or may not be valid reasons for and against getting into a war.

Debate and support a position for whether or not there was equality for African Americans post-Civil War

Write a commentary in support of a position from both a historical and literary perspective

Conduct research from multiple perspectives

Create original political cartoons

**Standards/Outcomes:**

**A. Civics, Government, and Human Rights**

**6.1.12.A.3.a:** Assess the influence of Manifest Destiny on foreign policy during different time periods in American history.

**6.1.12.A.3.b:** Determine the extent to which America's foreign policy (i.e., Tripoli pirates, the Louisiana Purchase, the War of 1812, the Monroe Doctrine, the War with Mexico, (and Native American removal) was influenced by perceived national interest.

**6.1.12.A.3.c:** Assess the role of geopolitics in the development of American foreign relations during this period.

**6.1.12.A.3.d:** Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.

**6.1.12.A.3.e:** Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.

**6.1.12.A.3.f:** Compare and contrast the successes and failures of political (i.e., the 1844 State Constitution) and social (i.e., abolition, women's rights, and temperance) reform movements in New Jersey and the nation during the Antebellum period.

**6.1.12.A.3.g:** Determine the extent to which state and local issues, the press, the rise of interest-group politics, and the rise of party politics impacted the development of democratic institutions and practices.

**6.1.12.A.3.h:** Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments.

**6.1.12.A.3.i:** Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.

**6.1.12.A.4.a:** Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and the Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.

**6.1.12.A.4.b:** Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all.

**6.1.12.A.4.c:** Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.

## **B. Geography, People, and the Environment**

**6.1.12.B.3.a:** Assess the impact of Western settlement on the expansion of United States political boundaries.

**6.1.12.B.4.a:** Use maps and primary sources to assess the impact that geography, improved military strategies, political and military decisions (e.g., leadership), and new modes of transportation had on the outcome of the Civil War.

**6.1.12.B.4.b:** Analyze the impact of population shifts and migration patterns during the Reconstruction period.

## **C. Economics, Innovation, and Technology**

**6.1.12.C.3.a:** Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.

**6.1.12.C.3.b:** Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.

**6.1.12.C.4.a:** Assess the role that economics played in enabling the North and South to wage war.

**6.1.12.C.4.b:** Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.

**6.1.12.C.4.c:** Explain why the Civil War was more costly to America than previous conflicts were.

## **D. History, Culture, and Perspectives**

**6.1.12.D.3.a:** Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.

**6.1.12.D.3.b:** Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.

**6.1.12.D.3.c:** Assess how states' rights (i.e., Nullification) and sectional interests influence party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).

**6.1.12.D.3.d:** Analyze the role education played in improving economic opportunities and in the development of responsible citizens.

**6.1.12.D.3.e:** Determine the impact of religious and social movements on the development of American culture, literature, and art.

**6.1.12.D.4.a:** Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.

**6.1.12.D.4.b:** Compare and contrast the impact of the American Civil War and the impact of a past or current civil war in another country in terms of the consequences for people's lives and work.

**6.1.12.D.4.c:** Analyze the debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals.

**6.1.12.D.4.d:** Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.

**6.1.12.D.4.e:** Analyze the impact of the Civil War and the 14th Amendment on the development of the country and on the relationship between the national and state governments.

### **NJSLS Related Items**

#### **Progress Indicators for Reading Informational Text:**

Key Ideas & Details: RI.9-10.1, RI.9-10.2, RI.9-10.3

Craft & Structure: RI.9-10.4, RI.9-10.5, RI.9-10.6

Integration of Knowledge & Ideas: RI.9.7, IR.9-10.8, RI.9-10.9, RI.9-10.10

#### **Progress Indicators for Language:**

Conventions of Standard English: L.9-10.1, L.9-10.2

Knowledge of Language: L.9-10.3

Vocabulary Acquisition and Use: L.9-10.4, L.9.-10.4.A, L.9-10.4.B, L.9-10.4.C, L.9-10.4.D, L.9-10.5, L.9.-10.5.A, L.9-10.5.B, L.9-10.5.C, L.9-10.6

#### **Progress Indicators for Speaking and Listening**

Comprehension and Collaboration: SL.9-10.1, SL.9-10.1A-D, SL.9-10.2, SL.9-10.3

Presentation of Knowledge and Ideas: SL.9-10.4, SL.9-10.5, SL.9-10.6

#### **Reading: NJSLS History, Social Studies, Science and Technical Subjects Grade 9-10:**

RH.9-10.1, RH.9-10.2, RH.9-10.3, RH.9-10.4, RH.9-10.5, RH.9-10.6, RH.9-10.7, RH.9-10.8, RH.9-10.9, RH.9-10.10

#### **Writing: NJSLS Anchor Standards for Writing**

NJSLSA.W1-NJSLSA.W10

WHST.9-10.1-WHST.9-10.10

Prose Constructed Response: Research Simulation

#### **21st Century Career Ready Practices**

CRP1-Act as a responsible and contributing citizen and employee.

CRP2-Apply appropriate academic and technical skills.

CRP4-Communicate clearly and effectively and with reason.

CRP5-Consider the environmental, social and economic impacts of decisions

CRP6-Demonstrate creativity and innovation.

CRP7-Employ valid and reliable research strategies.

CRP8-Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9-Model integrity, ethical leadership and effective management.

CRP11-LUse technology to enhance productivity.

CRP12-Work productively in teams while using cultural global competence.

#### **Technology**

**8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

- 8.1.12.A.1** Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of tools and resources.
- 8.1.12.A.2** Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
- 8.1.12.B.2** Apply previous content knowledge by creating and piloting a digital learning game or tutorial.
- 8.1.12.D.1** Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
- 8.1.12.D.3** Compare and contrast policies on filtering and censorship both locally and globally.

### **21st Century Standards**

**9.1.12.A.5** Analyze how the economic, social, and political conditions of a time period can affect the labor market.

**9.1.12.A.9** Analyze how personal and cultural values impact spending and other financial decisions.

## **Stage 2 – Assessment Evidence**

### **Authentic:**

- Moot Court [Students will research and determine the outcomes in Marbury v. Madison; United States v. Amistad]
- Debate Presentation [Issues about the Constitution: Tariffs; Slavery; and, Representation in Congress]
- Political Cartoons [Join or Die; Lewis and Clark Expedition; Indian Removal Act; Civil War from the perspective of foreign countries; Reconstruction]
- Checks and Balances Poster for non-English speaking people [Graphic depiction for how checks and balances work as could be explained to someone who does not speak the English language]
- Separation of Powers: Presentation of Executive Powers [When and how used over time]

### **Summative**

- Indian Removal Act perspectives and consequences assessment
- Debate positions of Lewis and Clark Expedition, Early Women’s rights movements; Sectionalism, including Missouri Compromise; Executive Powers and the Constitution
- Inquiry Lesson-Does it Matter Who Ended Slavery?
- Inquiry Lesson-Why Did the South Secede?
- Presentation: Key Battles of the Civil War, and the roles that women, African Americans, and Native Americans played in these battles

### **Formative:**

- Unit Pre-Assessment:
- Manifest Destiny and Civil War Pre-Test
- Exit Tickets
- Fishbowl Discussions

### **Extensions (Tier I):**

G/T: Differentiated reading/research based on in-class work and NJSLA data, grouping based on ability levels for some assignments

Erasure Poetry: Highlighting Inequities, Envisioning Liberation

### **Differentiation (Tiers 2 and 3)**

**At-Risk:** Detailed outlines, guided self-improvement plans, direct and guided instruction, lunch and advisory extra help, homework contracts, weekly conferences, based on classwork and NJSLA data, grouping based on ability levels for some assignments,

<p>As part of the creative works in The 1619 Project, poet Reginald Dwayne Betts created an erasure of the first Fugitive Slave Act, signed into law by George Washington in 1793. Erasure poems can be a way of reclaiming and reshaping historical documents; they can lay bare the real purpose of the document or transform it into something wholly new. Utilizing the Fugitive Slave Act how will you highlight inequity—or envision liberation—through your erasure poem?</p> <p><a href="https://pulitzercenter.org/builder/lesson/activities-extend-student-engagement-26505">https://pulitzercenter.org/builder/lesson/activities-extend-student-engagement-26505</a></p>	<p><b>SE:</b> Modifications aligned with student IEPs <b>ESL:</b> Scaffolding for ELL students, utilizing Sheltered English Instruction strategies including word-to-word dictionaries</p>
<p align="center"><b>Stage 3 – Learning Plan</b></p>	
<p><b>Vocabulary:</b> emancipation, proclamation, nullification, secession, sharecropping, compromise, patents, liability, temperance, abolition(ist), boomtowns, xenophobia, tariff, doctrine, antebellum</p> <p><b>Expert/Field Experience(s):</b> NJ Historical Society [Inquiry analysis of the role of NJ in the Civil War] Gettysburg [What led to the Union victory in the battle?] Monmouth Battle Reenactment [Field trip to Monmouth County to learn about this battle] Civil War Traveling Trunk <a href="https://www.battlefields.org/learn/educators/resources/civil-war-traveling-trunk">https://www.battlefields.org/learn/educators/resources/civil-war-traveling-trunk</a> Microsoft Educator Virtual Experience</p> <p><b>Sample Activities:</b></p> <p><b>Dred Scott v. Sanford Debate:</b> (5 classes) After reading the results of the Dred Scott decision and after reading the Lincoln Douglas debates on the topic, students will debate the power and accuracy of Lincoln and Douglas’s arguments. <a href="https://www.tolerance.org/classroom-resources/texts/dred-scott-v-sanford">https://www.tolerance.org/classroom-resources/texts/dred-scott-v-sanford</a> <a href="https://teachingamericanhistory.org/library/document/speech-on-the-dred-scott-decision/">https://teachingamericanhistory.org/library/document/speech-on-the-dred-scott-decision/</a> <a href="https://www.lee.k12.nc.us/cms/lib/NC01001912/Centricity/Domain/1755/Lincoln%20Douglas%20Debates.pdf">https://www.lee.k12.nc.us/cms/lib/NC01001912/Centricity/Domain/1755/Lincoln%20Douglas%20Debates.pdf</a></p> <p><b>Women During the Civil War:</b> (5 classes) TW Before the students begin, select questions from the teacher's guide <a href="#">Analyzing Primary Sources</a> to focus the group work, and select additional questions to focus and prompt discussion of their analysis. Direct students to view the <a href="#">online gallery</a>. Instruct students to look at sets and form groups based on personal interest.. SW analyze the documents, recording their thoughts on the <a href="#">Primary Source Analysis Tool</a>. Groups will create a brief oral presentation of what the group has deduced from analyzing the documents. Possible points to include in the presentations:</p> <ol style="list-style-type: none"> <li>1. Summarize the content of each of the documents of photographs.</li> <li>2. Comment on women's place, role or voice in the document.</li> <li>3. Describe how the women were involved in the Civil War. What was the nature of their involvement?</li> <li>4. How is a woman's role different or similar to the role of a soldier in the Civil War?</li> </ol>	

5. What opportunities for political or personal action exist for the women you studied?  
Students present their completed project to classmates in a brief oral presentation with visual support. Following the presentations, lead a class discussion centered around the generalizations that one can make about women's experiences in the Civil War. Brainstorm what a textbook entry on women in the Civil War would include and how primary sources differ from textbook entries. Point out to the students that textbooks present only a small fraction of the knowledge available on a given subject, from a textbook author's point of view.

**Fugitive Slave Act: (2 classes)**

<https://nj.pbslearningmedia.org/resource/ms16.socst.us.cw.fugitive/mercy-street-fugitive-slave-act-1850/>

Distribute the [Harriet Jacobs on the Fugitive Slave Law](#) primary source document to the students. Students will read the document and respond to the following questions:

- Who was Harriet Jacobs? What specific facts about her life are present in the text? What can you infer about her character from reading this passage? Use examples from the text to support your answer.
- Describe a few of the stories she mentions about the ways this law impacted people of color in New York City.
- How does Jacobs describe her own experience living in New York City after the Fugitive Slave Act was passed?
- According to Jacobs, how did the African American community in New York City respond to this law?

**Indian Removal Act: (2 classes)**

Guiding Questions:

- What prompted the United States to move the Native Americans westward?
- What constitutional authority did Congress have for this action?
- Was there a total disregard for the feelings of the Native Americans?
- Why didn't the Native Americans fight harder to keep their land?
- Were Native Americans treated as "equals"?
- Collegial class discussion about the impact of the Indian Removal Act on Native Americans.

Related Activities: Analysis of primary and secondary sources on the Indian Removal Act (See resources below)

**Missouri Compromise: (2 classes)**

<https://docs.google.com/document/d/1cK8VYXq9kDaBr2Zqfcoj6aeOXO9ojCZF66b1I83V5rk/edit#>

**Guiding questions:**

What were the major differences between the North and the South?

Why did South Carolina threaten to secede?

What is nullification and what was its impact on the nation?

Related Activities: Analysis of related primary and secondary sources concerning Missouri Compromise and critical thinking questions about these documents.

**Nat Turner's Rebellion:**

Collegial discussion about slave resistance and violent slave uprisings.

Video lecture on Nat Turner's Rebellion and will participate in short collegial class discussion about this 1831 incident in Virginia and comparison with other violent and non-violent slave rebellions.

**Hip Hughes Nat Turner's Rebellion**

<https://www.youtube.com/watch?v=wHtWd52FYMs>

Short collegial discussion about the Rebellion and its aftermath.

Analysis of the primary source documents about the Nat Turner Rebellion, and will respond to questions concerning these documents (collegial class discussion format).

[https://docs.google.com/document/d/1e9mYmZTH-0d0kGcOrgx9CQA\\_LAd5WiQPBAT93uZa9U/edit](https://docs.google.com/document/d/1e9mYmZTH-0d0kGcOrgx9CQA_LAd5WiQPBAT93uZa9U/edit)

**Black Codes:** (2 classes)

<https://www.khanacademy.org/humanities/us-history/civil-war-era/reconstruction/a/black-codes>

Discussion Questions;

How did black codes maintain a social order similar to slavery?

Did the Civil Rights Act of 1866 and the Civil War Amendments adequately address racial inequality after the Civil War? Why or why not?

**African American Soldiers:** (2 classes)

<https://www.docsteach.org/activities/teacher/black-soldiers-in-the-civil-war>

Analysis of a two-page poster that the Government used to recruit recently freed slaves to fight for the Union Army during the Civil War. The poster refers to the Emancipation Proclamation and to President Lincoln's General Order 233 to provide equal pay for black soldiers and equal protection if they were captured by the Confederacy and became prisoners of war (POWs). Create a different poster about how the U.S. Government tried to appeal to black soldiers in terms of the consideration of the importance of enlisting black soldiers to the Union's victory.

**Literacy Connections/Research/Resources:**

- Primary and secondary sources, including those listed below
- Current events and how they link to the past
- Drawing the Color Line--Where are we today?
- Choices program (online edition) <http://www.choices.edu/> :  
Westward Expansion: A New History  
The Civil War and the Meaning of Liberty
- Howard Zinn--A People's History of the United States [Informational text and reflections on the textual material]  
Chapter 6. The Intimately Oppressed  
Chapter 7. As Long As Grass Grows Or Water Runs  
Chapter 8. We Take Nothing by Conquest, Thank God  
Chapter 9. Slavery Without Submission, Emancipation Without Freedom
- SHEG projects (Stanford University) [DBQs, with primary and secondary sources concerning the following topics]:
  - Manifest Destiny
  - Second Middle Passage
  - Slavery Narratives
  - Louisiana Purchase
  - Lewis and Clark
  - Freedom's Journal
  - Nat Turner
  - Texas Revolution
  - Irish Immigration
  - Gold Rush and San Francisco
  - Emancipation Proclamation
  - John Brown
  - Radical Reconstruction



Reconstruction SAC  
Sharecropping  
Fort Sumter

- DBQ online [Analyze primary and secondary sources to respond to the prompted question]:  
How Democratic was Andrew Jackson?  
The California Gold Rush: A Personal Journal  
What Caused the Civil War?
- [http://www.socialstudieshelp.com/Amer\\_History\\_Syllabus.htm](http://www.socialstudieshelp.com/Amer_History_Syllabus.htm)
- CommonLit [Primary and secondary source readings with multiple choice and short response prompts to the following topics]:  
Andrew Jackson's Speech to Congress on Indian Removal  
Missouri Compromise  
What Slaves are Taught to Think of the North  
Abolishing Slavery: Douglass and Lincoln, Election of 1860, Speech on Slavery
- EBSCO
- <https://curriculum.newvisions.org/social-studies/course/us-history/> :  
Unit 3B Sectionalism and Civil War  
Unit 4 Reconstruction
- <http://www.nj.gov/education/amistad/>  
Units 7 and 8
- Southern Poverty Law Center Inquiry Lesson Did the Constitution Establish a Just Govt.  
<https://www.tolerance.org/professional-development/webinars/teaching-hard-history-american-slavery>  
[https://www.njstatelib.org/research\\_library/new\\_jersey\\_resources/highlights/african\\_american\\_history\\_curriculum/](https://www.njstatelib.org/research_library/new_jersey_resources/highlights/african_american_history_curriculum/)
- Zinn Education Project [Informational text reading and role play]:  
Andrew Jackson and the "Children of the Forest"  
The Cherokee/Seminole Removal Role Play  
The Draft Riot Mystery  
Election of 1860 Role Play  
Frederick Douglass Fights for Freedom  
"If There is No Struggle"  
When the Impossible Suddenly Became Possible  
Reconstructing the South: A Role Play
  - 1619 Project: <https://pulitzercenter.org/builder/lesson/activities-extend-student-engagement-26505>
  - National Archives: <https://www.docsteach.org/activities/teacher/black-soldiers-in-the-civil-war>

**Students will know:**

- Vocabulary associated with these standards [New Visions Unit 3A Building a Nation]
- Hamilton and Jefferson had divergent points of view but united when it was in the national interest [New Visions Unit 3A Hamilton v. Jefferson; Zinn Chapter 4]
- The ramifications of the Election of 1800 and why it matters [New Visions Unit 3A; Zinn Chapter 4]
- The impact of the Louisiana Purchase [New Visions Unit 3A; Zinn Chapter 4]
- The varying opinions on the Louisiana Purchase [New Visions Unit 3A; Zinn Chapter 4]
- Why geography matters [New Visions Unit 3A]

- The Louisiana Territory doubled the size of the United States [Zinn Chapter 5]
- Not everyone supported manifest destiny [Zinn Chapter 5]
- How presidents used manifest destiny to expand slavery [Zinn Chapter 6]
- How the Lewis and Clark expedition should be viewed from multiple perspectives [New Visions Unit 3A; CommonLit Lewis and Clark; SHEG Lewis and Clark]
- The disparate treatment of Native Americans [Zinn Chapter 6; CommonLit Jackson's Speech to Congress; DBQ Jackson's Speeches]
- Jeffersonian policy towards foreign powers [New Visions Unit 3A]
- The impact of the War of 1812 [New Visions Unit 3A; Zinn Chapter 5; Henretta chapter 5]
- The Federalist party's demise after the War of 1812
- That the War of 1812 was part of a US plan to gain Canada
- That the War of 1812 resulted in no changes in political boundaries
- That the War of 1812 resulted in a swell of nationalism
- The period of 1800-1844 was one of national and regional growth
- Westward expansion resulted in the expansion of slavery
- Inventions can have unintended consequences
- The Erie Canal caused a unification of sections of the US
- Sectionalism began to rise with westward expansion
- The Missouri Compromise was a bandaid for the nation's wounds
- The Monroe Doctrine set the stage for US imperialism
- Jackson's election brought a new era of popular democracy
- Jackson's use of executive powers laid the foundation of modern presidency
- Jackson's removal of Native Americans resulted in the displacement and death of thousands of Natives
- Conflicts over tariffs resulted in further disputes about state's rights
- The doctrine of nullification
- That a new political party, the Whigs, rose during the economic woes of the 1830s
- The role of religion in the expansion of the US
- The role of women on the issue of slavery
- The implications of the Mexican-American War
- Push-pull factors of immigration
- How immigration furthered sectionalism
- How the Civil War was caused by ideological, economic, and political differences about the future course of the nation
- The Fugitive Slave Act of 1850 led to the Civil War
- The ramifications of the Dred Scott decision
- The prevailing attitudes and socioeconomic factors in the North and South led to the Civil War
- Ideas in the Emancipation Proclamation and the Gettysburg address contributed to demanding equality for African Americans
- The role of economics in the ability of the North and South to wage the Civil War
- The costs of the Civil War to Americans
- The roles of African Americans who lived in the Union and Confederate states during the Civil War
- That the efforts to reunite the country through Reconstruction were contested, resisted, and had long-term consequences
- The effects of secession on the Nation
- Lincoln's changing views on the issue of slavery
- The impact of population shifts and migration patterns during the Reconstruction period
- How military strategies and advancements in technology affected the outcome of the Civil War

- How the American Civil War compared and contrasted with other civil wars around the world
- The roles that African Americans played in the Civil War
- The roles that women played in the Civil War
- The roles that Native Americans played in the Civil War
- The key battles of the Civil War
- The effects of the Emancipation Proclamation
- The effects of the election of 1864
- The effects of Sherman's March to Sea
- The varying approaches to Reconstruction, including Lincoln's Presidential Reconstruction, the Ten Percent Plan
- The lasting impact of Black Codes

**Students will be able to:**

- Understand connotation of words in primary, secondary and literary sources
- Utilize close reading skills to develop an understanding of information from text
- Listen open-mindedly to views contrary to their own
- Develop and utilize strategies to understand how to read informational text
- Collaboratively develop strategies for managing and resolving conflict
- Demonstrate an understanding of democratic values and processes
- Accept decisions that are made for the common good
- Recognize that the actions or inactions of an individual, group, and nation may have intended and unintended consequences
- Analyze rights that all people in our nation should have
- Analyze the advantages and disadvantages of different forms of protest
- Analyze how there is not necessarily a correct answer to dilemmas
- Analyze the purposes of government
- Analyze political cartoons
- Analyze why there are two sides to every story and that there are valid reasons for and against getting involved in a war
- Debate and support their positions for and against the removal of Native Americans
- Write a research simulation task
- Conduct research from multiple perspectives
- Participate in moot court
- Read like a historian
- Recognize tone in primary source documents
- Analyze primary source documents
- Justify a point of view
- Analyze issues facing the United States in 1812, identify the core underlying values of the options, integrate the arguments and beliefs of the options and the readings into a persuasive, coherent presentation and work cooperatively in groups to organize effective presentations.
- Analyze the advantages and disadvantages of different forms of protest
- Analyze how there is not necessarily a correct answer to dilemmas
- Analyze the purposes of government
- Analyze political cartoons
- Analyze why there are two sides to every story and that there are valid reasons for and against getting involved in a war
- Debate and support their positions for and against equality for African Americans post-Civil War

- Write a commentary in support of their position from both a historical and literary perspective
- Conduct research from multiple perspectives
- Participate in a mock trial
- Read like a historian
- Recognize tone in primary source documents
- Analyze primary source documents
- Justify a point of view
- Analyze issues facing the United States in the mid-1800s, identify the core underlying values of the options, integrate the arguments and beliefs of the options and the readings into a persuasive, coherent presentation and work cooperatively in groups to organize effective presentations.
- Effectively question for technique