

**HPISD CURRICULUM  
(SOCIAL STUDIES, UNITED STATES HISTORY)**

**EST. NUMBER OF DAYS:5 DAYS**

UNIT NAME	UNIT 1C: REVIEW: US HISTORY TO 1877: EXPANSION
<b>Unit Overview</b>	The student will analyze the Jeffersonian Era, the Jacksonian Era, manifest destiny, the market revolution, and the various reforms of the first half of the 19 <sup>th</sup> century.
<b>Generalizations/Enduring Understandings</b>	<p><b>Constitutional Government and Federalism</b>  Reinterpretation of fundamental law in a written constitution, through altered historical circumstances and cultural values, leads to significant changes in the political culture.</p> <p>Ongoing struggles between national and state governments, and changing political attitudes, continuously redefine the balance of power in a federal system.</p> <p>Political conflict and competition lead to the formation of organized political interests with different goals and ideals.</p> <p>The quest for expanded voice and meaningful participation in political life represent the core purpose of reform in democratic societies.</p> <p><b>Capitalism and Economic Abundance</b>  Free markets, free labor, and capital investment, in an environment of abundant resources and technological advances, lead to economic growth and opportunities for prosperity.</p> <p>Scientific discoveries and technological innovations shape economic development.</p> <p>Global conflict and cooperation, along with changing cultural circumstances, trigger problems and opportunities for economic development, such as expanded opportunities for trade, competition for resources, and interdependency.</p>

### **Civil Rights and Equality**

Ongoing struggles for political and economic equality exemplify political, economic, and social change in democratic societies.

The embodiment of the ideals of political liberty and self-determination in the Charters of Freedom, including the Bill of Rights, establish the foundation for the struggle to extend equal rights and civil liberties to all citizens regardless of economic standing, race or gender.

The ideal of individual rights continually competes with the reality of government intervention.

### **War and Diplomacy**

The failure of diplomacy and compromise often leads to war.

Wars are fought for complex reasons, some noble, such as the protection of freedom, and others immoral, such as greed and prejudice.

Wars result in significant economic, political, and social changes in domestic affairs and foreign relations.

### **American National Character**

In the midst of great cultural diversity, American identity still exhibits uniqueness in its cultural intermixing, social equality, population mobility, and abundance.

Cultural patterns influence the daily lives of every member of society, and are reflected in churches, schools, and other institutions, as well as literature, the fine arts, and traditions.

Demographic shifts, including immigration, internal migration, ethnicity, and aging, have significantly influenced cultural patterns and political interests.

	Individuals can significantly influence historical events and group behavior through effective leadership.	
<b>Concepts</b>	International Affairs, Technology, Immigration, Expansion	
<b>Guiding/Essential Questions</b>	<p>What role did the young United States play in international affairs?</p> <p>How did the United States expand its territory?</p> <p>What was the impact of economic expansion and new technologies on citizens' lives?</p>	
<b>Learning Targets</b>	<b>Performance Level</b>	<b>Learning Progression (***) Decision point)</b>
	<p><b><u>Prerequisite Knowledge and Skills</u></b></p> <p>Students can recognize from a list those individuals and concepts that might have influenced the Jeffersonian Era, the Jacksonian Era, manifest destiny, the market revolution, and the various reforms of the first half of the 19<sup>th</sup> century..</p> <p><b><u>Learning Target:</u></b> The students will assess the causes of the Jeffersonian Era, the Jacksonian Era, manifest destiny, the market revolution, and the various reforms of the first half of the 19<sup>th</sup> century in relation to the growth of industry and capital in the United States.</p>	<ul style="list-style-type: none"> <li>• Build a vocabulary from the chapter .</li> <li>• The Story of US-student viewing guide to be completed</li> <li>• Interactive Notebook Entry</li> <li>• Concept Mapping-Students are given the vocabulary terms/concepts and required to create a concept map of at least 10 items. The map must have a textual explanation and visual</li> <li>• ESPN-Economic, social, political, environmental. .</li> <li>• Self-Directed Quiz-After a “popcorn” reading of a document, students write five content based questions with an answer key. Quiz is passed to another student who may use the document to answer the SDQ. Quiz is returned to test maker who grades the quiz and files it.</li> </ul> <p>Physical Time Line- students are given an</p>

		event and conduct research. After presenting individual information, entire class lines up for a physical time line.
<b>Formative Assessments</b>	<b>Map quiz, reading quiz</b>	
<b>Summative Assessments</b>	<b>Unit Test</b>	
	<b>TEKS</b>	<b>Specifications</b>
<b>TEKS (Grade Level) / Specifications</b> <b>RED</b> = Readiness Standards <b>GREEN</b> = Supporting Standards <b>BLUE</b> = Process Standards <i>Italics</i> = Standards Not Tested	<b>(12) Geography. The student understands the impact of geographic factors on major events. The student is expected to:</b> <b>(B) identify and explain reasons for changes in political boundaries such as those resulting from statehood and international conflicts.</b>	The United States established the Monroe Doctrine as a foreign policy to protect territorial interests and defend commercial interests.
	<b>(13) Geography. The student understands the causes and effects of migration and immigration on American society. The student is expected to:</b> <b>(A) analyze the causes and effects of changing demographic patterns resulting from migration within the United States, including western expansion, rural to urban, the Great Migration, and the Rust Belt to the Sun Belt; and</b>	Americans continued to move westward toward the Pacific Ocean, claiming new territories which led to sectional conflicts. (HPISD)
	<b>(14) Geography. The student understands the relationship between population growth and modernization on the physical environment. The student is expected to:</b> <b>(B) identify the roles of governmental entities and private citizens in managing</b>	The establishment of the National Park System, the Environmental Protection Agency (EPA), and the Endangered Species Act.

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	<p><b>(22) Citizenship. The student understands the concept of American exceptionalism. The student is expected to:</b>  (A) discuss Alexis de Tocqueville’s five values crucial to America’s success as a constitutional republic: liberty, egalitarianism, individualism, populism, and laissez-faire.</p>	
	<p><b>(23) Citizenship. The student understands efforts to expand the democratic process. The student is expected to:</b>  (A) identify and analyze methods of expanding the right to participate in the democratic process, including lobbying, non-violent protesting, litigation, and amendments to the U.S. Constitution;</p>	
	<p><b>(25) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:</b>  (A) describe how the characteristics and issues in U.S. history have been reflected in various genres of art, music, film, and literature;</p>	
	<p><b>(26) Culture. The student understands how people from various groups</b></p>	<p>The Industrial Revolution created new opportunities along with problems such as</p>

	<p><b>contribute to our national identity. The student is expected to:</b></p> <p>(A) explain actions taken by people to expand economic opportunities and political rights , including those for racial, ethnic, and religious minorities as well as women, in American society;</p>	<p>inequity, while social reforms responded to political party realignments. (HPISD)</p>
<b>Processes and Skills</b>		
<b>Topics</b>	<p>Jeffersonian republicanism  Monroe Doctrine  Missouri Compromise  Jacksonian democracy  Trail of Tears  Stephen F. Austin  Market revolution  Lowell textile mills</p>	
<b>Facts</b>		
<b>Language of Instruction</b>	<p>Jacksonian Democracy, Jeffersonian republicanism, American System, Market revolution, abolitionism</p>	
<b>State Assessment Connections</b>		
<b>National Assessment Connections</b>		

**Resources**

*The Americans*, Ch. 3  
Textbook Ancillaries  
In-Depth Resources (Unit 1)  
    “The Webster-Hayne Debate”  
    “Polk’s Speech on War with Mexico”  
    “Bible Defense of Slavery” (visual images from pamphlet)  
    “Seneca Falls ‘Declaration of Sentiments’”  
Historic Supreme Court Decisions  
    *Dred Scott v. Sandford*  
Primary Source Explorer CD  
    The Monroe Doctrine  
American Stories video series  
    “Recruited by Lewis and Clark”