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AP United States History: Period 4 (1800-1848)

Kelsey Toms
kelsey_toms@gmail.com

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AP United States History: Period 4 (1800-1848)

This unit is designed for Advanced Placement United States History and uses the 2019 updates to the course framework.

Stage 1 – Desired Results		
<p style="text-align: center;"><u>Learning Objectives</u></p> <p>A (Topic 4.1) - Explain the context in which the republic developed from 1800-1848.</p> <p>B (Topic 4.2) - Explain the causes and effects of policy debates in the early republic.</p> <p>C (Topic 4.3) - Explain how different regional interests affected debates about the role of the federal government in the early republic.</p> <p>D (Topic 4.4) - Explain how and why American foreign policy developed and expanded over time.</p> <p>E (Topic 4.5) - Explain the causes and effects of the innovations in technology, agriculture, and commerce over time.</p> <p>F (Topic 4.6) - Explain how and why innovation in technology, agriculture, and commerce affected various segments of American society over time.</p> <p>G (Topic 4.7) - Explain the causes and effects of the expansion of participatory democracy from 1800-1848.</p> <p>H (Topic 4.8) - Explain the causes and effects of continuing policy debates about the role of the federal government from 1800-1848.</p>	Transfer	
	<p><i>Students will independently use their learning to...</i></p> <p>Entertain and attempt to reconcile two opposing perspectives. Recognize and analyze factors that change political parties. Recognize and analyze factors that impact identity. (Skills: Evaluation and Synthesis)</p>	
	Meaning	
	<p><u>Understandings</u> <i>Students will understand that....</i></p> <p>Political parties evolve, merge, disappear, and split. Foreign policy must reconcile interventionism and isolationism. Large countries must reconcile regional and national politics. A rural environment influences lifestyle differently than an urban environment. Industrialization and technological advances change how humankind operates. Society must reconcile conservative and liberal perspectives. Religion influences politics. Identity can be influenced by a variety of factors.</p>	<p><u>Essential Questions</u></p> <p>Should a country be isolationist or interventionist? Should regional or national politics take precedence? Is new technology always better than that which it replaces? How much control should the government have? How much should religion impact politics? What changes someone's identity or political beliefs?</p>
	Acquisition	
<p><u>Knowledge</u> <i>Students will know...</i></p> <p>Key Concept - 4.1 The United States began to develop a modern democracy and celebrated a new national culture, while Americans sought to define the nation's democratic ideals and change their society and institutions to match them.</p> <p>Key Concept - 4.2 Innovations in technology, agriculture, and commerce powerfully accelerated</p>	<p><u>Skills</u> <i>Students will be able to use...</i></p> <p>Causation (c/e) (LO: B, D, E, F, G, H, I, J, K, M, N) Comparison (c/c) (LO: C, F, K) Change and Continuity Over Time (ccot) (LO: A, D, H, I, L) Contextualization (c/x) (LO: A)</p>	

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<p>I (Topic 4.9) - Explain how and why a new national culture developed from 1800-1848.</p> <p>J (Topic 4.10) - Explain the causes of the Second Great Awakening.</p> <p>K (Topic 4.11) - Explain how and why various reform movements developed and expanded from 1800-1848.</p> <p>L (Topic 4.12) - Explain the continuities and changes in the experience of African Americans from 1800-1848.</p> <p>M (Topic 4.13) - Explain how geographic and environmental factors shaped the development of the South from 1800-1848.</p> <p>N (Topic 4.14) - Explain the extent to which politics, economics, and foreign policy promoted the development of American Identity from 1800-1848.</p>	<p>the American economy, precipitating profound changes to U.S. society and to national and regional identities</p> <p>Key Concept - 4.3 The U.S. interest in increasing foreign trade and expanding its national borders shaped the nation's foreign policy and spurred government and private initiatives.</p> <p>Topic 4.1: Contextualizing Period 4 Topic 4.2: The Rise of Political Parties and the Era of Jefferson Topic 4.3: Politics and Regional Interests Topic 4.4: America on the World Stage Topic 4.5: Market Revolution: Industrialization Topic 4.6: Market Revolution: Society and Culture Topic 4.7: Expanding Democracy Topic 4.8: Jackson and Federal Power Topic 4.9: The Development of an American Culture Topic 4.10: The Second Great Awakening Topic 4.11: An Age of Reform Topic 4.12: African Americans in the Early Republic Topic 4.13: The Society of the South in the Early Republic Topic 4.14: Causation in Period 4</p>	<p>Interpretation (I) (LO: C, L, N)</p>
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Stage 2 – Evidence		
CODE (M or T)	Evaluative Criteria	
Transfer Goals	opposing perspectives, change in political parties, impact on identity	<p><u>Performance Tasks</u> <i>Students will demonstrate meaning-making and transfer by...</i></p> <p>Summative Performance Assessment Writing an evaluative long essay on one of three prompts: <i>Students must synthesize at least one comparison to Period 4 content to support their claim.</i></p>

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		<ol style="list-style-type: none"> 1. Evaluate: What are two opposing perspectives in modern politics? Provide one solution to reconcile those perspectives in a compromise. 2. Evaluate: What are the factors that are affecting the state of one modern political party? What is causing it to evolve, merge, disappear, or split? 3. Evaluate: What are the factors that are affecting one contemporary group or region's identity? What are the impacts of those factors? <p>Introduce the essay one week before it is due so the students have time to think about what to write. Provide one day in class for them to write so that you can make sure they understand the prompts. To assign I would project the prompts onto the board and give it to them in written form on the back of the AP History Long Essay Rubric which you will use to grade the assignment. Optional gallery walk or presentations of arguments.</p> <hr/> <p>Day to Day Formative Assessment</p>
Meaning	regional and national politics, conservative and liberal perspectives	<p><i>Day 1 - Marshall's Supreme Court</i> Change and Continuity over Time: What one thing that stayed the same and things that changed something forever during Marshall's time on the Supreme Court?</p>
Meaning	political parties, foreign policy, regional and national politics, conservative and liberal perspectives	<p><i>Day 2-5 - Developing Political Landscape</i> Interpretation and Comparison: Compare the Democrats and the Whigs as of 1840. Change and Continuity over Time: (1) What changed in American democracy from Jefferson to Van Buren's presidencies? (2) What changed in American democracy from Jefferson to Van Buren's presidencies?</p>
Meaning	rural and urban environment, identity	<p><i>Day 6 - Manifest Destiny</i> Contextualization: What is the historical context of the Mexican American War?</p>
Meaning	conservative and liberal perspectives, identity	<p><i>Day 7 - American Art and Philosophy</i> Interpretation: (1) Describe the Transcendentalist movement. (2) Why do you think the Europeans would be surprised about skilled American writers? (3) What is romanticism?</p>
Meaning	rural and urban environment, technological advances, identity	<p><i>Day 8-9 - Industrialization and Urbanization</i> Causation: What were the causes of the market revolution and what were its effects on society? Comparison and Interpretation: Compare the German and Irish Immigrants coming to the United States in the 19th century.</p>

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Meaning	technological advances, conservative and liberal perspectives, religion, identity	<i>Day 10-11 - Early Reform Movements</i> Interpretation: Reformersonly.com profile (1) "My criticisms of American society -" (2) "People who criticized or opposed me did so because -"
Meaning	political parties, regional and national politics, rural and urban environment, conservative and liberal perspectives, identity	<i>Day 12 - Antebellum Sectionalism</i> Causation and Comparison: What caused sectionalism? Explain by comparing the North, West, and South's regional interests.
Meaning	all understandings, knowledge, and skills	Period 4 Summative Assessment Multiple Choice Exam Short Answer Question Exam

Stage 3 – Learning Plan		
CODE (A, M, T)	<u>Pre-Assessment</u> <i>How will you check students' prior knowledge, skill levels, and potential misconceptions?</i> Polleverywhere.com prompt: What is the state of society, politics, identity, culture, or the economy in 1800?	
	<u>Learning Activities</u> <i>you can find the lesson plans attached, starting on page 6</i> <i>Period 4 PowerPoint is not included</i>	<u>Progress Monitoring</u>
Acquisition, Meaning	<i>Day 1 - Marshall's Supreme Court</i> Learning Activity: Foldable on Marshall and his precedents	Change and Continuity over Time
Acquisition, Meaning	<i>Day 2-5 - Developing Political Landscape</i> Learning Activity: PowerPoint	Interpretation, Comparison, Change and Continuity over Time
Acquisition, Meaning	<i>Day 6 - Manifest Destiny</i> Learning Activity: Timeline packet	Contextualization
Acquisition, Meaning	<i>Day 7 - American Art and Philosophy</i> Learning Activity: Gallery Walk	Interpretation

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Acquisition, Meaning	<i>Day 8-9 - Industrialization and Urbanization</i> Learning Activity: PowerPoint	Causation, Comparison, Interpretation
Acquisition, Meaning	<i>Day 10-11 - Early Reform Movements</i> Learning Activity: Gallery Walk, Simulation	Interpretation
Acquisition, Meaning	<i>Day 12 - Antebellum Sectionalism</i> Learning Activity: PowerPoint	Causation, Comparison
Acquisition, Meaning, Transfer goals	<i>Day 13 - Long Essay writing day</i> Learning Activity: Individual writing workshop for performance assessment	Evaluation, Synthesis

AP United States History: Period 4 (1800-1848)

Marshall's Supreme Court

Period 4 (1800-1848): Day 1

Kelsey Toms

Length: 1 day

Standards (AP - College Board)

Learning Objective

B: Explain the causes and effects of the policy debates in the early republic.

Content Standards

Topic 4.2: The Rise of Political Parties and the Era of Jefferson

4.1.1.B Supreme Court decisions established the primacy of the judiciary in determining the meaning of the Constitution and asserted that federal laws took precedence over state laws.

Thematic Learning Objectives

NAT-2.0: Explain how interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship have affected American values, politics, and society.

Historical Thinking Skills

Change and Continuity Over Time
Interpretation

Objectives

The student will explain how the precedents Marshall's supreme court set changed the role of the Supreme Court in the federal government and established that the state governments had less power than the federal government.

Understandings and Essential Questions

Understandings

Large countries must reconcile regional and national politics.
Society must reconcile conservative and liberal perspectives.

Essential Questions

Should regional or national politics take precedence?
How much control should the government have?

Instructional Activity

Engage (5 min)

Pass out four pieces of paper to each student to make a foldable. Have the students stagger each page, then fold it over so that there are eight tabs. Have the students write "John Marshall's Supreme Court" on the top tab and their name and class period on the back.

Explore and Explain (40 min)

PowerPoint: Start with the importance of John Marshall and have them write notes on him under the flap with the title. Then go through the rest of the supreme court cases (at least the first 3), having the students write the title of each supreme court case on each flap then taking notes.

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Students will write about the cases on each flap of the foldable:

- The name of the case
- What the court decided
- What precedents were set

Elaborate and Evaluation (5 min)

Quick Write:

On the last tab have the students write “Continuities and Changes Over Time”.

Have the students answer this question on the foldable: *What one thing that stayed the same and things that changed something forever during Marshall’s time on the Supreme Court?*

Differentiation

None

Accommodation

Students can pull up the PowerPoint on their phone to help follow along or if they want to go back and refer to past slides they can.

Materials and Resources

Period 4 PowerPoint

Per student: 4 pieces of paper (At least one color paper to look pretty)

AP United States History: Period 4 (1800-1848)

Developing Political Landscape

Period 4 (1800-1848): Day 2-5

Kelsey Toms

Length: 4 days

Standards (AP - College Board)

Learning Objective

B: Explain the causes and effects of the policy debates in the early republic.

C: Explain how different regional interests affected debates about the role of the federal government in the early republic.

G: Explain the causes and effects of the expansion of participatory democracy from 1800-1848.

H: Explain the causes and effects of continuing policy debates about the role of the federal government from 1800-1848.

Content Standards

Topic 4.2: The Rise of Political Parties and the Era of Jefferson

4.1.I.A In the early 1800s, national political parties continued to debate issues such as the tariff, powers of the federal government, and relations with European powers.

Topic 4.3: Politics and Regional Interests

4.1.I.D Regional interests often trumped national concerns as the basis for many political leaders' positions on slavery and economic policy.

4.2.III.D Plans to further unify the U.S. economy, such as the American System, generated debates over whether such policies would benefit agriculture or industry, potentially favoring different sections of the country.

Topic 4.7: Expanding Democracy

4.1.I The nation's transition to a more participatory democracy was achieved by expanding suffrage from a system based on property ownership to one based on voting by all adult white men, and it was accompanied by the growth of political parties.

Topic 4.8: Jackson and Federal Power

4.1.I.C By the 1820s and 1830s, new political parties arose — the Democrats, led by Andrew Jackson, and the Whigs, led by Henry Clay — that disagreed about the role and powers of the federal government and issues such as the national bank, tariffs, and federally funded internal improvements.

Thematic Learning Objectives

NAT-4.0: Analyze relationships among different regional, social, ethnic, and racial groups, and explain how these groups' experiences have related to U.S. national identity.

POL-1.0: Explain how and why political ideas, beliefs, institutions, party systems, and alignments have developed and changed.

WXT-2.0: Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.

Historical Thinking Skills

Change and Continuity Over Time

Comparison

Objectives

The student will analyze how American politics changed over time from 1800 to 1840. The student will compare the early 19th century political parties.

AP United States History: Period 4 (1800-1848)

Understandings and Essential Questions

Understandings

Political parties evolve, merge, disappear, and split.
Foreign policy must reconcile interventionism and isolationism.
Large countries must reconcile regional and national politics.
Society must reconcile conservative and liberal perspectives.

Essential Questions

Should a country be isolationist or interventionist?
Should regional or national politics take precedence?
How much control should the government have?
What changes someone's identity or political beliefs?

Instructional Activity

Engage (5 min)

Video of "Election of 1800" from the musical Hamilton.

Explore (2 hours - 3 days)

PowerPoint on Early Politics from 1800-1848.

Explain (15 min)

Change and Continuity over Time: Students will draw a family tree of political parties from 1800-1848.

Elaborate and Evaluate (30 min)

Students will answer the following questions in at least one full paragraph on a separate paper to turn in.

Change and Continuity over Time: What changed in American democracy from Jefferson to Van Buren's presidencies?

Comparison: Compare the Democrats and the Whigs as of 1840.

Differentiation

None

Accommodation

Students can pull up the PowerPoint on their phone to help follow along or if they want to go back and refer to past slides they can.

Materials and Resources

Period 4 PowerPoint

AP United States History: Period 4 (1800-1848)

Manifest Destiny Part 1

Period 4 (1800-1848): Day 6

Kelsey Toms

Length: 1 day

Standards (AP - College Board)

Learning Objectives

B: Explain the causes and effects of the policy debates in the early republic.

D: Explain how and why American foreign policy developed and expanded over time.

H: Explain the causes and effects of continuing policy debates about the role of the federal government from 1800-1848.

Content Standards

Topic 4.2: The Rise of Political Parties and the Era of Jefferson

4.3.I.A.i Following the Louisiana Purchase, the U.S. government sought influence and control over North America through a variety of means, including exploration and diplomatic efforts.

Topic 4.4: America on the World Stage

4.3.I Struggling to create an independent global presence, the United States sought to claim territory throughout the North American continent and promote foreign trade.

4.3.I.A.ii The U.S. government sought influence and control over the Western Hemisphere through a variety of means including military actions American Indian removal, and diplomatic efforts such as the Monroe Doctrine.

Topic 4.8: Jackson and Federal Power

4.3.I.B Frontier settlers tended to champion expansion efforts, while American Indian resistance led to a sequence of wars and federal efforts to control and relocate American Indian populations.

Thematic Learning Objectives

MIG-2.0: Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.

WOR-1.0: Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.

WOR-2.0: Analyze the reasons for, and results of, U.S. diplomatic, economic, and military initiatives in North America and overseas.

Historical Thinking Skills

Change and Continuity Over Time

Contextualization

Objectives

The student will analyze how the efforts for westward expansion change and stayed the same from 1800-1848 to provide context for sectionalism.

Understandings and Essential Questions

Understandings

A rural environment influences lifestyle differently than an urban environment.

Identity can be influenced by a variety of factors.

AP United States History: Period 4 (1800-1848)

Essential Questions

Should a country be isolationist or interventionist?

What changes someone's identity or political beliefs?

Instructional Activity

Engage (5 min)

Play Mr. Bett's "Manifest Destiny" song.

Explore (40 min)

Read descriptions of events in the early era of Westward Expansion in the packet.

Explain (10 min)

The students will summarize descriptions of the events and put them in chronological order

Elaborate and Evaluate (5 min)

At the end of the packet have the students answer the following question:

Contextualization: What is the historical context of the Mexican American War?

Differentiation

None

Accommodation

Students can pull up the PowerPoint on their phone to help follow along or if they want to go back and refer to past slides they can.

Materials and Resources

Period 4 PowerPoint

Manifest Destiny Part 1 Packet:

https://docs.google.com/document/d/1Py1pWIOuTjrK7FXx53szstb9O93N1peU0QZsBQ3gZ_I/edit

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American Art and Philosophy

Period 4 (1800-1848): Day 7

Kelsey Toms

Length: 1 day

Standards (AP - College Board)

Learning Objectives

I: Explain how and why a new national culture developed from 1800 to 1848.

Content Standards

Topic 4.9

4.1.II.B A new national culture emerged that combined American elements, European influences, and regional cultural sensibilities.

4.1.II.C Liberal social ideas from abroad and Romantic beliefs in human perfectibility influenced literature, art, philosophy, and architecture.

Thematic Learning Objectives

NAT-4.0: Analyze relationships among different regional, social, ethnic, and racial groups, and explain how these groups' experiences have related to U.S. national identity.

CUL-2.0: Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions.

CUL-4.0: Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.

Historical Thinking Skills

Causation

Interpretation

Objectives

The student will analyze how an American identity manifested in art and philosophy in the early 19th century.

Understandings and Essential Questions

Understandings

Society must reconcile conservative and liberal perspectives.

Identity can be influenced by a variety of factors.

Essential Questions

What changes someone's identity or political beliefs?

Instructional Activity

Engage (0 min)

None

Explore and Explain (50 min)

Have the students do a Gallery Walk on art and philosophy. Tell them they need to read the descriptions and then answer the questions at each station in their notebook.

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Elaborate and Evaluate (within the activity)

On the stations, the following questions can be assessed for the interpretation skill:

- Describe the Transcendentalist movement.
- Why do you think the Europeans would be surprised about skilled American writers?
- What is romanticism?

Differentiation

None

Accommodation

Students can pull up the PowerPoint on their phone to help follow along or if they want to go back and refer to past slides they can.

Materials and Resources

Period 4 PowerPoint

AP United States History: Period 4 (1800-1848)

Industrialization and Urbanization

Period 4 (1800-1848): Day 8-9

Kelsey Toms

Length: 2 days

Standards (AP - College Board)

Learning Objectives

E: Explain the causes and effects of the innovations in technology, agriculture, and commerce over time.

F: Explain how and why innovation in technology, agriculture, and commerce affected various segments of American society over time.

Content Standards

Topic 4.5: Market Revolution: Industrialization

4.2.I.A Entrepreneurs helped to create a market revolution in production and commerce, in which market relationships between producers and consumers came to prevail as the manufacture of goods became more organized.

4.2.I.B Innovations including textile machinery, steam engines, interchangeable parts, the telegraph, and agricultural inventions increased the efficiency of production methods.

4.2.I.C Legislation and judicial systems supported the development of roads, canals, and railroads, which extended and enlarged markets and helped foster regional interdependence. Transportation networks linked the North and Midwest more closely than either was linked to the South.

4.2.III.B Increasing Southern cotton production and the related growth of Northern manufacturing, banking, and shipping industries promoted the development of nation and international commercial ties.

Topic 4.6: Market Revolution: Society and Culture

4.2.III.A Large numbers of international migrants moved to industrializing northern cities, while many Americans moved west of the Appalachians, developing thriving new communities along the Ohio and Mississippi rivers.

4.2.II.B The growth of manufacturing drove a significant increase in prosperity and standards of living for some; this led to the emergence of a larger middle class and a small but wealthy business elite, but also to a large and growing population of laboring poor.

4.2.II.A Increasing numbers of Americans, especially women and men working in factories, no longer relied on semi-subsistence agriculture; instead they supported themselves, producing goods for distant markets.

4.2.II.C Gender and family roles changed in response to the market revolution, particularly with the growth of definitions of domestic ideals that emphasized the separation of public and private spheres.

Thematic Learning Objectives

Work, Exchange, and Technology: The interplay between markets, private enterprise, labor, technology, and government policy shape the American economy. In turn, economic activity shapes society and government policy and drives technological innovation.

Social Structures: Social categories, roles, and practices are created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens.

AP United States History: Period 4 (1800-1848)

Historical Thinking Skills

Causation

Comparison

Contextualization

Objectives

The student will be able to analyze the continuities and changes that occurred over the course of the Industrial Revolution, especially focusing on the increasing differences between the North, West, and South.

Understandings and Essential Questions

Understandings

A rural environment influences lifestyle differently than an urban environment.

Industrialization and technological advances change how humankind operates.

Identity can be influenced by a variety of factors.

Essential Questions

Is new technology always better than that which it replaces?

How much control should the government have?

What changes someone's identity or political beliefs?

Instructional Activity

(total participation strategy) Remember to give stickers to students who have their notebooks out before the lesson begins for positive reinforcement. Then throughout the period check to make sure they are all writing down notes.

Day 1

Engage (5 min)

Essential Question: What should human progress look like? Smart board chalk talk/parking lot as the students enter the room. As soon as the bell rings we will talk over the answers the students wrote on the smartboard.

Students will write down the title of the lesson in their notebooks.

John Green introduction to why the industrial revolution is important and define the domestic system.

Explore (30 min)

Lecture - Introduction to Industrialization, Inventions

Explain (5 min)

(total participation strategy) Warn student before the slide that I will be using sticks of fate to recap the societal changes that happened in the Market Revolution. John Green video clip imbedded.

Day 2

Engage (5 min)

Essential Question: What motivates or accelerates technological advances? As students enter the room they will text in their answers to a polleverywhere.com poll projected on the board.

Explore (10 min)

Lecture - Urbanization, Immigration

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Explain and Elaborate (10 min)

Students will write just the introduction paragraph for the following Comparison prompt:
Compare the German and Irish Immigrants coming to the United States in the 19th century.
This will assess *Comparison, Contextualization*, and understanding of content in quality of analyzation.

Explore (15 min)

Lecture - Nativism, Changing Gender Roles

Elaborate and Evaluate (15 min)

Formative: Students will answer the following question to assess Causation:
What were the causes of the market revolution and what were its effects on society?
Summative: Period 4 Exam

Elaborate (if time)

Each student needs a blank piece of paper: Have them draw an advertisement for the United States during Industrialization. List at least 2 pull factors.

Differentiation

Learning Styles

Mastery - Notes on the Lecture

Understanding - Answering Essential Questions

Self Expressive - (If time) Draw and advertisement of pull factors

Interpersonal - Think-Pair-Share, general group discussions

Accommodation

Students can pull up the PowerPoint on their phone to help follow along or if they want to go back and refer to past slides they want to.

Materials and Resources

Period 4 PowerPoint

Blank pieces of paper for every student

AP United States History: Period 4 (1800-1848)

Early Reform Movements

Period 4 (1800-1848): Day 10-11

Kelsey Toms

Length: 2 days

Standards (AP - College Board)

Learning Objectives

J: Explain the causes of the Second Great Awakening.

K: Explain how and why various reform movements developed and expanded from 1800-1848.

Content Standards

Topic 4.10: The Second Great Awakening

4.1.II.A The rise of democratic and individualistic beliefs, a response to rationalism, and changes to society caused by the market revolution, along with greater social and geographical mobility, contributed to a Second Great Awakening among Protestants.

Topic 4.11: An Age of Reform

4.1.II.A.ii The rise of democratic and individualistic beliefs, a response to nationalism, and changes to society caused by the market revolution, along with greater social and geographic mobility, contributed to moral and social reforms and inspired utopian and other religious movements.

4.1.III.A Americans formed new voluntary organizations that aimed to change individual behaviors and improve society through temperance and other reform efforts.

4.1.III.B.i Abolitionist and anti-slavery movements gradually achieved emancipation in the North, contributing to the growth of the free African American population, even as many state governments restricted African Americans' rights.

4.3.II.B.i Antislavery movements increased in the North.

4.1.III.C A women's rights movement sought to create greater equality and opportunities for women, expressing its ideals at the Seneca Falls Convention.

Thematic Learning Objectives

American and Regional Culture: Creative expression, demographic change, philosophy, religious beliefs, scientific ideas, social mores, and technology shape national, regional, and group cultures in America, and these varying cultures often play a role in shaping government policy and developing economic systems.

Historical Thinking Skills

Interpretation

Objectives

The student will analyze the perspectives of minority and reform groups from 1800-1848.

Understandings and Essential Questions

Understandings

Industrialization and technological advances change how humankind operates.

Society must reconcile conservative and liberal perspectives.

Religion influences politics.

Identity can be influenced by a variety of factors.

AP United States History: Period 4 (1800-1848)

Essential Questions

How much control should the government have?
How much should religion impact politics?
What changes someone's identity or political beliefs?

Instructional Activity

Day 1

Engage (5 min)

Introduce the causes of the Second Great Awakening. Ask the students to predict the effects of the Second Great Awakening in reference to coming reform movements? Then recap effects.

Explore (30 min)

Have the students do a gallery walk of the early reform (antebellum) movements.

Explain (10 min)

Make sure students answer the questions at each station in gallery walk.

Day 2

Elaborate (20 min)

Print out the names of at least 30 reformers (can print two copies of 15 if needed) to put in a cup/hat and have the students blindly select a reformer to research. Give the students time to research their person and fill out their "Reformersonly.com" profile using the gallery walk, their phones, computers, or textbooks.

Evaluate (30 min)

Have desks set up in pairs facing each other around the room. You can add mood lighting and props to make it more date-like. Using a timer on the board, give each student in each pair 1:30min to impress the other person using their dating profile from the perspective of their reformer. Have the student who is not talking take notes on who they are "dating". After the 3 min round have the students switch seats and do as many rounds as you can until the bell rings. To evaluate walk around and make sure the students are bragging about their person competently or if they are still lost and need more time to look up information on their one person. You could also collect the Reformersonly.com profile for Interpretation assessment.

Differentiation

Rig the selection of the reformers in the simulation. You can hand the lower performing students the easier ones that were already in the gallery walk and the high performing students the weird obscure ones they have to do lots of research to find.

Accommodation

Students can pull up the PowerPoint on their phone.

Materials and Resources

Period 4 PowerPoint

Reformersonly.com profile:

https://docs.google.com/document/d/1j-5Lin8WeTza_s5-N7Jlf1Arxj2o2TU2rEeveE5PYng/edit

Reformer names:

<https://docs.google.com/document/d/1vXrbBwq75i4AFPGOPa8yQXx9InLyAW0u8jiBRFek5DM/edit>

AP United States History: Period 4 (1800-1848)

Antebellum Sectionalism

Period 4 (1800-1848): Day 12

Kelsey Toms

Length: 1 day

Standards (AP - College Board)

Learning Objectives

C: Explain how different regional interests affected debate about the role of the federal government in the early republic.

L: Explain the continuities and changes in the experience of African Americans from 1800-1848.

Content Standards

Topic 4.3: Politics and Regional Interests

4.3.II.C Congressional attempts at political compromise, such as the Missouri Compromise, only temporarily stemmed growing tensions between opponents and defenders of slavery.

Topic 4.12: African Americans in the Early Republic

4.1.III.B.ii Antislavery efforts in the South were largely limited to unsuccessful slave rebellions.

4.1.II.D Enslaved blacks and free African Americans created communities and strategies to protect their dignity and family structures, and they joined political efforts aimed at changing their status.

Topic 4.13: The Society of the South in the Early Republic

4.3.II.B.ii In the South, although the majority of Southerners owned no slaves, most leaders argued that slavery was part of the Southern way of life.

4.2.III.C Southern business leaders continued to rely on the production and export of traditional agricultural staples, contributing to the growth of a distinctive Southern regional identity.

4.3.II.A As over-cultivation depleted arable land in the Southeast, slaveholders began relocating their plantations to more fertile lands west of the Appalachians, where the institution of slavery continued to grow.

Thematic Learning Objectives

POL-3.0: Explain how different beliefs about the federal government's role in U.S. social and economic life have affected political debates and policies.

POL-2.0: Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.

WXT-1.0: Explain how different labor systems developed in North America and the United States, and explain their effects on workers' lives and U.S. society.

CUL-4.0: Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.

GEO-1.0: Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.

Historical Thinking Skills

Change and Continuity over Time

Causation

Comparison

AP United States History: Period 4 (1800-1848)

Objectives

The student will analyze continuities and changes in the experience of the South, African Americans, and the debate over slavery from 1800-1848 to identify the causes of sectionalism. The student will compare the West, South, and North in the Antebellum era.

Understandings and Essential Questions

Understandings

Political parties evolve, merge, disappear, and split.

Large countries must reconcile regional and national politics.

A rural environment influences lifestyle differently than an urban environment.

Society must reconcile conservative and liberal perspectives.

Identity can be influenced by a variety of factors.

Essential Questions

Should regional or national politics take precedence?

How much control should the government have?

How much should religion impact politics?

What changes someone's identity or political beliefs?

Instructional Activity

Engage (5 min)

Sticks of Fate: What has already split the north and south that we have talked about?

Explore (30 min)

Lecture on the African American Experience, life in the Antebellum South, and debates over slavery that led to Sectionalism.

Explain (10 min)

Students will draw a guide to the different regions in the antebellum era on a blank map of the United States. They will draw in what is happening in each region at the time to compare.

Elaborate and Evaluate (15 min)

The students finish with an exit ticket that writes an introduction paragraph: *What caused sectionalism? Explain by comparing the North, West, and South's regional interests.*

This can be assessed for Context, Causation, and Comparison.

Differentiation

Self Expressive learners: Drawing the map of antebellum regions

Accommodation

Students can pull up the PowerPoint on their phone to help follow along or if they want to go back and refer to past slides they can.

Materials and Resources

Period 4 PowerPoint