| **USHC Unit 3 Expansion and Disunion: America from 1803 to 1861.** | |
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| **Unit Overview** | |
| **The purpose of this unit is to explore Westward Expansion and its impact on the country, particularly how it fueled the debate over slavery that led to Southern secession. It culminates in an activity that asks students to consider both the costs and the benefits of America’s land expansion.** | |
| **Overarching Inquiry Question** | |
| **Did the benefits of westward expansion outweigh its costs?**  *All units are created to support the* ***Overarching Inquiry Question****. Inquiry-Based Learning supports the* ***Profile of the South Carolina Graduate*** *where students use skills to explore their inquiries related to the content as indicated in the standards instead of the teacher merely providing the information.* | |
| **Theme** | |
| **Expansion, Regionalism, and Union** | |
| **Skills Emphasis at a Glance** | |
| **Causation -** Evaluate significant turning points, including related causes and effects that affect historical continuity and change. | |
| **Standard(s)** | |
| **USHC 2.CO -** Compare the economic, political, and social, development of the antebellum North and South from 1803–1860 using a comparative analysis.  **USHC 2.CE -** Evaluate the causes and consequences of economic and geographic expansion through significant turning points from 1803–1865.  **USHC 2.P-** Summarize the impact of technological changes and social developments on the U.S., including the Civil War, during the period 1815–1865.  **USHC 2.CX -** Contextualize the perspectives on the role of the federal government in securing natural rights during the period 1830– 1877.  **USHC 2.CC -** Differentiate the patterns of continuity and change within the development of sectionalism and reunion.  **USHC.2.E** - Utilize primary and secondary sources to judge the impact of economic and continental expansion on the evolving disagreements over natural rights and federalism. | |
| **I Can Statement(s)** | |
| 1. I can explain the causes of government land acquisitions and evaluate the effects on the peoples of each territory. (USHC 2.CE) 2. I can identify attitudes from different groups towards Native Americans and explain how they influenced government policy. (USHC 2.CE) 3. I can summarize the importance of new technology to both the northern and southern economies. (USHC 2.P) 4. I can describe key characteristics about the antebellum North and South and draw conclusions about them using a comparative analysis. (USHC 2.CO) 5. I can identify key arguments of pro and anti-slavery groups and chart the turning points in the debate over the expansion of slavery. (USHC 2.CX) 6. I can assess continuities and changes in government policy over the expansion of slavery between 1820 and 1860. (USHC 2.CC) 7. I can assess overall pros and cons resulting from Westward Expansion and draw my own conclusions about its value. (USHC 2.CE, 2.CO, 2.P, 2.CX, 2.CC, 2.E) | |
| **Unit Sequence of Teacher Instructional Practices and Actions Students will Take to answer the Overarching Inquiry Question** | **Instructional Guidance and Resources**  *Instructional Guidance and resources listed below are offered as suggestions for educators to assist students in reaching the goals of the proposed sequence.* |
| **I can explain the causes of government land acquisitions and evaluate the effects on the peoples of each territory. (USHC 2.CE)** | |
| Begin class by having students brainstorm what they already know about America’s land expansion. Introduce the “I can” statement and link it to what students have brought up in their brainstorming.  Divide students into pairs and assign them an area of acquisition to focus on. Multiple pairs can have the same area. The goal for students is to create a cause and effect graphic organizer for their land acquisition. Make sure the students focus on how the land acquisition affected the people living within their territory.  The teacher can provide a template or students can create their own. The teacher can also choose to have students research their own information or provide assigned readings.  When students have finished their graphic organizers, have them post them to a central location, arranging them next to others with the same topic.  Have students compare the organizers and notice common themes. This could be done through a gallery walk or a whole-class discussion.  Have students use the collective graphic organizer display to answer questions reflecting on the “I can” statement such as:   * What motivated the government to increase the size of the country? * How did land acquisitions affect Americans? * How did land acquisitions affect people who were already living in those places?   As a final reflection, have students list out the pros and cons of westward expansion based on today’s lesson. | Since Westward Expansion is covered in previous grades and students tend to retain information about some of it, this helps the teacher know what to skim over, what to emphasize, and what misconceptions need to be corrected.  Possible readings for cause/effect activity:  Louisiana Purchase:  [The Louisiana Purchase and its exploration (article)](https://www.khanacademy.org/humanities/us-history/the-early-republic/politics-society-early-19th-c/a/the-louisiana-purchase)  Mexico and the West Coast:  [The Mexican-American War [ushistory.org]](https://www.ushistory.org/us/29d.asp)  [Gold in California [ushistory.org]](https://www.ushistory.org/us/29e.asp)  Manifest Destiny:  [Manifest Destiny - The Philosophy That Created A Nation < Manifest Destiny - Michael T. Lubragge < 1801-1900 < Essays < American History From Revolution To Reconstruction and beyond](http://www.let.rug.nl/usa/essays/1801-1900/manifest-destiny/manifest-destiny---the-philosophy-that-created-a-nation.php)  It would be convenient to the final activity of the unit sequence to have students keep this list of pros/cons and add to it as the unit progresses. |
| **I can identify attitudes from different groups towards Native Americans and explain how they influenced government policy. (USHC 2.CE, 2.E)** | |
| To introduce Indian Removal, have students examine a map showing the details of Indian Removal in the 1830s. Ask students to list 3 facts they can learn from the map, 2 inferences they can make about what happened, and 1 question the map raises for them. Discuss student responses. A think, pair, share could be used here.  Introduce the inquiry question for this activity: How did different groups view Native Americans during this time? How did those views affect government policy?  In a format of the teachers’ choice, have students examine several primary sources regarding Native Americans during this time. The teacher may provide a handout on which students can take notes on the information given in the source and the opinions that come through in that source.  Once students have completed their note taking on the sources, have them complete a “[Circle of Viewpoints](http://www.rcsthinkfromthemiddle.com/circle-of-viewpoints.html)” activity to think about Indian Removal from the different perspectives they have studied.  Finally, have students respond to the inquiry questions: How did different groups view Native Americans during this time? How did those views affect government policy?  As time permits, have students add to their Westward Expansion pros/cons list based on today’s lesson. | Possible map: <https://www.nationalgeographic.org/thisday/may28/indian-removal-act/>  The number and length of the sources in this activity should vary with the needs of the class. It is suggested that at least one document should be from a supporter of Indian Removal and one from an opponent of Indian Removal.  Possible Sources for Viewpoints Activity:  [Digital History](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=668): Samuel Drake  [Digital History](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=691): Worcester v. Georgia  [Digital History](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=669): Opposition to Removal  [Digital History](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=676): Andrew Jackson  [Digital History](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=670): Elias Boudinot (Cherokee Leader)  [Digital History](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=677): James Monroe  It is also possible for students to jigsaw these readings and share their findings prior to doing the Circle of Viewpoints activity. |
| **I can summarize the importance of new technology to both the northern and southern economies. (USHC 2.P)** | |
| As an introduction, ask students what piece of technology they think has the biggest impact on their lives. List out several answers.  Introduce the “I can” statement and link it to the opening discussion.  Then, individually or in pairs, have students examine data showing the growth of cotton production between 1800 and 1860 as well as data showing the increase in factories during that same time.  Possible questions for students to answer:   1. What trends in cotton production do you see in this data? 2. What might have caused this trend? 3. What are two possible effects of this trend? 4. What might have contributed to the growth of non-farm jobs in America during this time? 5. What are some possible effects of that trend?   The teacher may want to hold a whole class discussion about student answers and the impact of technology on northern and southern economies. This could make a good segway into looking at more characteristics and differences between the antebellum North and South.  As time permits, have students add to their Westward Expansion pros/cons list based on today’s lesson. | Students are likely to think of common items like phones, computers, and lights. How can you encourage diverse options, such as antibiotics or concrete, that are ubiquitous and essential to modern living, but also taken for granted?  Data can be given to the students in the form of charts, maps, or images.  This website has a great set of maps on cotton production and other useful information for this topic: [Political & Social - Manifest Destiny](http://gorhistory.com/hist110/unit3/political.html)  This site gives data about industrialization. It may help to couple the data with images of northern textile mills: [Digital History](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=11&psid=3840) |
| **I can describe key characteristics about the antebellum North and South and draw conclusions about them using a comparative analysis. (USHC 2.CO, 2.E)** | |
| First have students reflect on the similarities and differences of the Northern and Southern colonies that they learned about previously this year. Then introduce the “I can” statement.  Have students take notes on a secondary source about the regional similarities and differences between the North and the South. This could be done via a Venn diagram or other chart.  Give students a selection of brief writings, descriptions, images, or data sets, some that relate to the North and some that relate to the South. For each selection have students complete the following:   * State which region they think it describes. * Give one detail from the selection that supports their decision. * Give one detail from their notes that supports their decision.   For a final reflection, have students revisit the “I Can” statement through questions such as “What do you believe was the most important difference between the North and South? Explain your answer.” “What did the North and South have in common during this time?” | This can be done in a think/pair/share with the teacher recording information on the board or through digital means where all students’ answers will be posted online and can be discussed as a class.  This source could be a textbook passage, website, or video, such as this one from Khan Academy: [Sectional conflict: Regional differences (video)](https://www.khanacademy.org/humanities/us-history/civil-war-era/sectional-tension-1850s/v/sectional-conflict-regional-differences)  See alignment guide for ideas on what content should be included in the source.  Here are a few sites from which to obtain selections for the North/South identification activity:  [Digital History](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=11&psid=3804): An Industrializing Nation  [Digital History](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=11&psid=3806): Slavery  [The Valley of the Shadow: Two Communities in the American Civil War](http://valley.lib.virginia.edu/)  The sources could be presented in a variety of ways, such as posted around the room, linked on your school’s LMS, or put out in packets.  The number and difficulty of the sources should depend on the needs of the students. It is ideal for there to be sources representing each of the key characteristics students took notes on in the activity above. |
| **I can identify key arguments of pro and anti-slavery groups and chart the turning points in the debate over the expansion of slavery. (USHC 2.CX, 2.E)** | |
| Introduce the “I Can” statement to students by having them read two primary sources, one supporting slavery and one opposing it (abolitionist) from [Slavery’s Opponents and Defenders](https://edsitement.neh.gov/sites/default/files/2018-08/Abol_Slave.pdf). Ask them to identify the main points of each argument.  Next, deliver whole group instruction on the events that led to secession, particularly the Missouri Compromise, the Compromise of 1850, the Kansas-Nebraska Act, and the Dred Scott Decision (see alignment guide for other suggestions).  Have students review the events covered in the whole group instruction and determine whether they believed the pro-slavery and/or the anti-slavery individual from the readings would have supported or opposed each measure. Make sure to have them defend their answer.  Next have students read a brief excerpt from a writing by Abraham Lincoln to exemplify the “Free Soil” ideology. Be sure to compare and contrast his ideas with those of the abolitionists.  Students may once again review the events covered in class and decide whether or not Lincoln would approve of them, using evidence from their readings and class notes.  Finally, have students reflect on the “I Can” statement by answering questions such as “Which event(s) caused the most controversy? Why do you think so?” “Would a Free Soil advocate and an abolitionist always be on the same side during each of the debates we discussed? Explain.”  As time permits, have students add to their Westward Expansion pros/cons list based on today’s lesson. | If this source is unavailable, other passages may be substituted as long as one supports slavery and another denounces it.  Be sure to emphasize the link between westward expansion and each event.  Students could record their answers to this activity on a chart or on an annotated timeline. It may be beneficial to have students do their assessments as each event gets covered during the whole group instruction to break up that time and keep students engaged.  Here is a compilation of quotes from Lincoln about slavery: [Lincoln on Slavery - Lincoln Home](https://www.nps.gov/liho/learn/historyculture/slavery.htm)  Several mention his free soil beliefs. Teachers may choose one or several for students to read. |
| **I can assess continuities and changes in government policy over the expansion of slavery between 1820 and 1860. (USHC 2.CC, 2.E)** | |
| Start out by posting a picture of Abraham Lincoln and asking students to write for one minute in response to this question: Was this man dangerous? Discuss student answers and then introduce the “I can” statement for the lesson.  Next, have students consider the following events: Missouri Compromise, Compromise of 1850, Kansas-Nebraska Act, and the Dred Scott Decision. Ask them to identify what stance the government was taking on slavery with each one.  On the board or other visible location, have each event listed and poll the class for their answers to the above question. Discuss the answers and come up with a class consensus for each one.  Next, give context for the following readings by giving a short lecture or other overview of Lincoln’s election and the resulting Southern Secession.  Have students read the “Resolution to Call the Election of Abraham Lincoln a Hostile Act.” Ask them to answer these questions:   * According to the South Carolina General Assembly, is Lincoln’s election a threat to the prior government actions we have already studied (Missouri Comp through Dred Scott)? * What language do they use to make you think so?   Next have students read excerpts from Lincoln’s First Inaugural Address. Ask them to answer these questions:   * According to Lincoln’s First Inaugural Address, does he seem likely to overturn any of the previous government actions? * What language does he use to make you think so?   Finally, have students create a timeline beginning with the Missouri Compromise and ending with the Election of Lincoln. Ask them to fill in the timeline with as many events as necessary for them to create “stepping stones” from one event to the other. Have them annotate both what the event is and how it is linked with the next one on the list.  When they are finished with their timeline, ask students to mark the point where they believe Southern Secession was inevitable. Have them defend their answer. | Have students review their notes from the previous lesson or take time to watch a review video: [Crash Course](https://www.youtube.com/watch?v=roNmeOOJCDY&list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s&index=19&t=0s)  [Excerpts from Abraham Lincoln's First Inaugural Address Fellow-Citizens of the United States: … Apprehension seems to exist](https://www.allenisd.org/cms/lib/TX01001197/Centricity/Domain/1919/Excerpts%20from%20Abraham%20Lincolns%20address.pdf)  The idea here is for students to connect events together in a chain. |
| **I can assess overall pros and cons resulting from Westward Expansion and draw my own conclusions about its value. (USHC 2.CO, 2. CE, 2.P, 2.CX, 2. CC, 2.E)** | |
| Ask students to brainstorm every effect they can think of that resulted from America’s expansion westward. Or, if they have been collecting pros and cons throughout the lesson, have them take out that list.  Collect student responses on the board or in an online platform that all students can access.  Next ask students to categorize their lists into “benefits” and “costs” of Westward expansion. Allow them to add to the overall list if they think of something new during this process.  Hold a brief yes/no room debate. Designate one side of the classroom as “yes” and the opposite as “no.” Ask students to move to the side of the class based on their answer to the question “Did the benefits of westward expansion outweigh its costs?”  Once on their designated side, have students discuss with others there to form a group answer. Then ask each side to pick a spokesperson to give the answer. Allow debate back and forth as appropriate.  Finally, ask students to respond to the overarching inquiry question for themselves: Did the benefits of westward expansion outweigh its costs? Have them give at least three reasons to support their answer. | Allow students to use their notes/books for this brainstorm, as it is not meant to be an assessment. One way to make it more interesting is to do an ABC brainstorm, where students have to come up with an answer that starts with each letter of the alphabet.  Teachers may need to guide students to the understanding that much of the debate over slavery stemmed from westward expansion.  This can be done as a short written reflection, a response in video format on a website like [Flipgrid](https://info.flipgrid.com/), or as a more complete essay. Just be sure to have students back up their answer by addressing both the costs and benefits of Westward Expansion. If giving this as a major assignment, make sure to provide a rubric with work expectations. |

**References**

**Additional Resources**

**EDSITEment. (2019, July 26). Curriculum: Life in the North and South 1847-1861. Retrieved from**

[**https://edsitement.neh.gov/curricula/life-north-and-south-1847-1861-brother-fought-brother**](https://edsitement.neh.gov/curricula/life-north-and-south-1847-1861-brother-fought-brother)

**ESITEment. (2019, July 26). Curriculum: The Growing Crisis of Sectionalism in Antebellum America. Retrieved from**

[**https://edsitement.neh.gov/curricula/growing-crisis-sectionalism-antebellum-america-house-dividing**](https://edsitement.neh.gov/curricula/growing-crisis-sectionalism-antebellum-america-house-dividing)