

FRANKLIN-SIMPSON HIGH SCHOOL

Course Name: U.S. History **Unit Name:** Antebellum America

Quality Core Objectives:

Unit 3 Antebellum America	
A.1. Process Skills	a. Apply terms relevant to the content appropriately and accurately
	c. Interpret timelines of key historical events, people, and periods; locate significant historical places and events on maps
	e. Analyze and evaluate historical sources and interpretations (e.g., credibility, perspective, bias, and authenticity; verifiable or unverifiable; fact or interpretation)
	f. Utilize research strategies, methods, and sources to obtain, organize, and interpret historical data
	g. Compose arguments/position papers, and participate in debates on different interpretations of the same historical events; synthesize primary and secondary sources to justify position
	i. Identify, analyze, and understand elements of historical cause and effect; recognize and understand patterns of change and continuity in history
	j. Develop open-ended historical questions that can be addressed through historical research and interpretation
B.1. Colonization and Forging a New Nation	k. Identify and evaluate the political and territorial changes resulting from westward expansion of the United States in the early nineteenth century
	l. Analyze and evaluate federal and state policies toward American Indians in the first half of the nineteenth century
B.2. Antebellum America	a. Describe and evaluate the impacts of the First Industrial Revolution during the nineteenth century (e.g., the Lowell system, immigration, changing technologies, transportation innovations)
	b. Identify and evaluate the major events and issues that promoted sectional conflicts and strained national cohesiveness in the antebellum period
	c. Identify significant religious, philosophical, and social reform movements of the nineteenth century and their impact on American society
	d. Identify the major characteristics of the abolition movement in the antebellum period, its achievements, failures, and Southern opposition to it

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| e. Analyze the women's rights and the suffrage movements and the impact of women on other reform movements in the antebellum period |
| f. Compare and contrast the economic, social, and cultural differences of the North and South during the antebellum period |

Purpose of the Unit: Students will learn about the key social, political, economic, and geographic changes which took place in the United States in the antebellum period (post-Revolution to Civil War). Students will examine the impact of westward expansion (e.g. Manifest Destiny) on American society, politics, and economics. Students will examine the impact of the First Industrial Revolution on the United States (e.g. interchangeable parts). Students will evaluate policies toward Native Americans during this period (e.g. Indian Removal Act). Students will examine and understand the various political, social, philosophical, and religious movements that arose during the antebellum period (e.g. abolition movement). Students will examine the impact of women on these reform movements and the impact of these movements on the rise of feminism. Students will compare and contrast the Northern & Southern sections of the country and analyze the growing sectional conflicts.

Prerequisites: Intro to SS – Economics, Human Geography
World History – Industrial Revolution, Reformation

Daily Lesson Guide

Day	Lesson Content and Objectives	Focus Questions	Critical Thinking (High Yield / Literacy /LTF/etc.)	Engagement	Assessment and/or Accommodations
1	B.1.k	Why did the United States expand west? Who were the early western explorers?	Students summarized/took notes in their ISN. Students generated ideas on reasons for expansion; then shared w/ partner/class. Students created “Lewis & Clark” journal entry.	Personal Response Learning w/ Others	Formative - Discussion questions, walk-around check-ins, exit slips, Lewis & Clark entry Summative – ISN binder check, exam questions
2	B.1.k	How did Manifest Destiny impact the US in the antebellum period?	Students summarized/took notes in their ISN. Students analyzed Manifest Destiny painting and discussed meaning of symbols.	Personal Response Emotional & Intellectual Safety	Formative - Discussion questions, walk-around check-ins, exit slips, Manifest Destiny painting analysis Summative – ISN binder check, exam questions
3	B.1.l	How were Native Americans treated during the antebellum period? Why did this happen?	Students summarized/took notes in their ISN. Students analyzed Trail of Tears painting, created 3-day journal entry OR watched video clip and wrote 1-page argumentative piece on: Was it genocide?	Choice Personal Response	Formative - Discussion questions, walk-around check-ins, exit slips, Trail of Tears journal entry or Was it genocide? Response Summative – ISN binder check, exam questions
4	B.2.a, B.2.b, B.2.f	How were the North & South different during the antebellum period? Why was this happening?	Students summarized/took notes in their ISN. Students compared & contrasted data about Northern/Southern economies/infrastructures and discussed why there was growing “sectionalism” in the	Learning w/ Others	Formative - Discussion questions, walk-around check-ins, exit slips Summative – ISN binder check, exam questions, Factory vs. Plantation document analysis

			US. Student groups read primary sources related to slavery & factory workers to compare rules/conditions.		
5	B.2.b, B.2.c, B.2.f	Why did reform movements spring up in the antebellum period? What did all of them have in common?	Students summarized/took notes in their ISN. Student partners read text sources to gather information; then peer teach to their group. Groups also completed a task rotation assignment (pick 2): create a poster for a reform movement, create a skit or song, create your own reform, write an article about the reform	Choice Novelty & Variety	Formative - Discussion questions, walk-around check-ins, exit slips, Task Rotation assignment Summative – ISN binder check, exam questions
6	B.2.b, B.2.c, B.2.e, B.2.f	How did women impact the Reform Era? How did the reforms impact the rise of feminism?	Students summarized/took notes in their ISN. Students read available material about women in reform era. Students discussed reasons for female involvement in reforms and impact of reforms on women’s rights movement. Also discussed current status of women’s rights.	Authenticity	Formative - Discussion questions, walk-around check-ins, exit slips, Summative – ISN binder check, exam questions
7	B.2.b, B.2.d, B.2.f	What is abolitionism? How did abolitionists help cause the Civil War?	Students summarized/took notes in their ISN. Students read material about antislavery efforts in North & South (e.g. Underground RR). Also read material about	Novelty & Variety	Formative - Discussion questions, walk-around check-ins, exit slips, Summative – ISN binder check, exam questions

			<p>opposition to abolition movement (e.g. Northern workers). Students analyzed slave songs OR slave quilts to find hidden codes.</p>		
8	B.2.b, B.2.d, B.2.f	<p>How did expansion & slavery cause the Civil War?</p>	<p>Students will summarize/take notes in their ISN. Student groups will examine primary sources related to US expansion and slavery (e.g. Missouri Compromise) and develop a timeline. Groups will compare & contrast Northern & Southern reactions to events on timeline.</p>	Learning w/ Others	<p>Formative - Discussion questions, walk-around check-ins, exit slips, expansion timeline</p> <p>Summative – ISN binder check, exam questions</p>
9	B.2.b, B.2.f	<p>How did the policies of Polk reflect Manifest Destiny? Why did Mexican-American war escalate sectional conflicts?</p>	<p>Students will summarize/take notes in their ISN. Students will discuss how expansionism and Mexican-American War were viewed in different sections of the US and why it was viewed differently.</p>		<p>Formative - Discussion questions, walk-around check-ins, exit slips,</p> <p>Summative – ISN binder check, exam questions</p>
10	B.2.b	<p>How did the election of 1860 reflect the sectionalism of antebellum US?</p>	<p>Students will summarize/take notes in their ISN. Students will examine political cartoon and analyze what it says about 1860 election. Students will read material about the rise of Lincoln and create political ad.</p>		<p>Formative - Discussion questions, walk-around check-ins, exit slips, Political ad</p> <p>Summative – ISN binder check, exam questions</p>

