



Early National Period and Westward Expansion and Contraction (3 Weeks)

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 **Purpose:** The goal of this unit guide is to provide teachers with ready-to-use resources and guidance aligned to the [FCPS Learning Model](#). The layout follows a “[backward design](#)” approach to teaching and learning resulting in a performance assessment. Content resources and instructional strategies can be used to design learning experiences during the unit. Additionally, there are complete, unit specific, performance assessments teams can choose to use. Our standard 1 rubric supports social studies teaching and learning: [Standard 1 Rubric](#).

Unit Overview

Description

Using the past to better understand ourselves, society, and the contemporary world is a core aspect of social studies education.

- This unit on the Early National Period & Westward Expansion & Contraction is a study in power and conflict.
- The resources and guidance below support the development of students’ thinking and skills using disciplinary content and concepts.
- Resources, experiences, and assessments can be used in traditional, distance, and blended environments.

[Unit VDOE Standards](#)

- **VUS.6.** The student will apply social science skills to understand major events in Virginia and United States history during the first half of the nineteenth century by

Unit Priority Standards

- **VUS.6. a,b,e,f-** Students will apply social science skills to understand major events in Virginia and United States history during the first half of the nineteenth century by *evaluating the cultural, economic, social, and political issues that divided the nation and how those issues impact the present.*
- **JU.12-** Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the

institutional or systemic level (e.g., discrimination).

- **AC.16-** Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.

VDOE 2020 - 2021 Technical Edits and Corresponding Resources

Note: Some resources contain explicit, hateful, or offensive language and content. Teachers should preview resources before use to prepare students. Resources can also be used to build teachers' subject matter knowledge.

6a. White settlers had fought against indigenous peoples from the first months of their arrival across the generations that followed.

American governments wrote treaties with many indigenous peoples that were frequently broken.

The rapid expansion of the white population disturbed the economies and cultures of the indigenous peoples in every part of North America. Settlers frequently pushed illegally on to lands controlled by the American Indians.

6a. During this period of westward migration, American Indians were repeatedly defeated in violent conflicts with settlers and soldiers, and

6a. In the 1830s, the Native people were forcibly removed from their ancestral homelands. They were either forced to march far away from their homes (the Trail of Tears, when Cherokee, Choctaw, Chickasaw, Creek, and Seminole peoples were relocated from Atlantic Coastal states the South to present-day Oklahoma) or confined to reservations.

6a. The forced migrations led to the deaths of up to a third of the Native people forced to move with inadequate supplies and protection.

6b. The acquisition of Texas created a vast new area for the expansion of slavery. White Southerners flooded into Texas and imported hundreds of thousands of enslaved people

[We Have a Story to Tell: Native Peoples of the Chesapeake Region](#) Teacher's Guide with multiple lessons and sources from the National Museum of the American Indian.

[American Indian Forced Assimilation- HTS Cause and Effect](#)
[Indian Reorganization Act- Periodization and Significance](#)

[Southern Journey ONE](#) - Movement of Native Indian tribes across the South Learning Resources from New American History includes animated maps, texts, images, and content reading.

[Native Viewpoints of Westward Migration Mapset](#) Mapset sharing multiple viewpoints of westward expansion.

[Analyzing Docs of Indian Removal Lesson](#) Lesson to analyze documents on Indian Removal of Chief John Ross's accounts with the oral traditions passed down by Cherokee survivors of removal.

[Indian Removal HTS Connections](#)

[The Lasting Impact of the Trail of Tears](#) Learning resources from New American History includes animated maps, texts, images, and content reading.

[Texas: Prelude to the Civil War](#) Lesson filled with scaffolded primary sources in a two day lesson and answers this question: *How did the settling and annexation of Texas*

from the older states of the South

impact American foreign relations, politics and the growing sectionalism between North, South and West during the mid nineteenth century

[Crash Course African American History: The US Constitution, 3/5, and the Slave Trade Clause](#) Crash Course video on the 3/5 Clause and the Fugitive Slave clause, which entrenched the institution of slavery in the fundamental law of the new United States.

6c. The rapid expansion of slavery into lands taken from American Indians

[Timeline of Expansion of Slavery in American West](#) A timeline of slavery that begins with Age of Exploration up through the American Civil War in the American West.

6d. Although the Age of Jackson led to an increase in democracy, **for white men, his party led the effort to drive the American Indians of the South from their homes and opposed the abolitionists.** ~~political tensions and nativist tendencies impacted the American political climate.~~

[Slavery at Andrew Jackson's Hemitage](#) Narrative of life at Andrew Jackson's plantation.

Most abolitionists considered the political system too corrupt and in the service of the slave South to be of use, Jackson's party led the effort to drive the American Indians of the South from their homes and opposed the abolitionists

6d. Universal **white** manhood suffrage increased the electorate.

[Defining the "Common Man" through art](#) Guided lesson on two portraits to compare and contrast regarding the "Age of the Common Man."

6d. Whigs

- organized in opposition to the Democratic Party.
- **arose in opposition to Andrew Jackson and supported temperance and the use of the government for economic development.**
- supported temperance and the use of the government for economic development.

[Development of Political Parties \(4 lesson series\)](#) Four-lesson series analyzing political developments through the election of 1828.

[Political cartoon analysis on views of Temperance](#) Guided political cartoon analysis lesson

6d. Know-Nothings were

- organized in opposition to continued immigration by Irish and German immigrants.
- **"The Know-Nothings were the first of a series of political efforts to oppose immigration and immigrants." FCPS CHANGED TO**
 - **"The Know-Nothings used politics to oppose**

[Early Immigration History Lecture](#) Informational lecture from NEH series on the transformation of immigration.

immigration and immigrants.”

This VDOES edit misses that the Alien and Sedition Acts were passed by Congress in the 1790s meaning the Know-Nothing’s efforts were not “the first.”

6e. As the nation struggled to resolve sectional issues over the future of slavery, compromises were developed to defuse a series of political crises.

6e. The industrial North favored high protective tariffs to protect Northern manufactured goods from foreign competition.

The plantation-based agricultural South opposed high tariffs that made the price of imports more expensive. Slavery expanded west with great speed, dominating one new state after another from the east coast to Texas and Arkansas.

6e. A union that allowed state governments to invalidate acts of the national legislature could be dissolved by states seceding from the Union in defense of slavery (Nullification Crisis). South Carolina leaders sought to check the power of the federal government, which they feared might interfere with slavery’s expansion.

6e. Slave revolts in Virginia, led by Gabriel (Prosser) in 1800 and Nat Turner and Gabriel Prosser in 1831, fed white Southerners’ fears about slave rebellions and led to severe restrictions on privileges for free blacks and harsh laws in the South against fugitive slaves. Southerners who favored abolition were intimidated into silence.

6e. Abolitionists Northerners, led by William Lloyd Garrison, publisher of *The Liberator*, increasingly viewed the institution

[U.S. vs Amistad: A case of jurisdiction](#) Lesson designed to explore the courts system, viewpoints of Americans pre-Civil War with document analysis.

[Westward Expansion and the American Civil War](#) Article that connects the expansion of the West, War with Mexico, and the institution of slavery.

[Westward Expansion and Slavery DBQ](#) DBQ: *How did Westward Expansion impact the institution of slavery?*

[Forced Migration](#) - interactive map Interactive map / primary source narratives from the enslaved African sold as chattel, documents migration patterns based on economic factors.

[Educational Influence of Nat Turner](#) How education influenced Nat Turner’s rebellion, with contextual background information.

[“Uncovering the Hidden History of African Americans in Loudoun”](#) PBL from LCPS in partnership with the Loudoun Freedom Center (this is 4th grade but could be adapted for high school) [Google Drive w/ PBL materials](#) - this includes sources related to Gabriel Prosser.

[Background on Gabriel’s Conspiracy](#), and [Narrative of Gabriel Prosser](#) Narrative of Gabriel Prosser’s life and influence.

[The Black Radical You’ve Never Heard Of](#) Learning resources from New American History - Discusses T. Thomas Fortune,

of slavery as a violation of Christian principles and argued for its abolition. Southerners grew alarmed by the growing force of the Northern response to the abolitionists. **Although abolitionists accounted for only two percent of the northern population, they won a great deal of attention and animosity in the North, as well as the South.**

William Lloyd Garrison, "hidden history" in graphic novel vignettes.

6e. Seneca Falls Declaration of 1848

[Suffragette in the United States](#), [The Fight for Women's Suffrage](#), [Suffrage: Black Women and the Right to Vote](#)

Learning resources from New American History, discusses suffrage from multiple perspectives

[Crash Course Black American History Women's Experience Under Slavery](#) Slavery was inherently cruel and unjust, and it was cruel and unjust to different people in different ways. Today, Clint Smith teaches you about the experience of enslaved women, and how their experience of slavery was different than men. Women had a unique vantage point to understand slavery, and were particularly vulnerable to some terrible abuses under the institution.

6f. America's desire to gain land from the Atlantic to the Pacific ultimately led to a resurgence of regional interests. America wanted to take land from American Indians and Mexico to expand from the Atlantic to the Pacific, leading to conflict between the North and the South as both slavery and free settlers moved west.

[Southern Journey ONE](#) & [Southern Journey](#) map Interactive map and learning resources from New American History animates human migration from 1790-2020, including black (free and enslaved), white, indigenous populations, and more recent Asian American and Latinx.

6g. Cultural, economic, and constitutional differences between the North and the South-all based in slavery and eventually resulted in the Civil War.

[The Partisan Leader \(1836\)](#) Encyclopedia Virginia entry about a novel against the political parties at the time, sectionalism, and social unrest predating the Civil War.

6g. Sectional tensions over slavery, originating with the formation of the nation, ultimately resulted in war between the Northern and Southern states.

[A Petition on Slavery: Fugitive Slave Act](#) Document analysis lesson on the impact of the Fugitive Slave Law.

A series of failed compromises over the expansion of slavery in the territories and the Fugitive Slave Act.

[Sought Under the Fugitive Slave Act](#) Document analysis and student narrative creation lesson on the perspective of living under the Fugitive Slave Act.

6g. Sectional disagreements and debates over tariffs, extension of slavery into the territories, and the relative power of the states and the federal government nature of

[African Americans in Bleeding Kansas](#) An article by University of Tulsa historian Kristen T. Oertel describes people like John Brown who helped enslaved African Americans in Missouri

the Union (states' rights).

escape to freedom in the Kansas Territory through the western Underground Railroad.

~~6g. While there were several differences between the North and the South,~~ **The issues related to slavery increasingly divided the nation and led to the Civil War. Much of America's economy revolved around the institution of slavery, which accounted for a large share of America's exports.**

[Lincoln and the Republicans: Cause of the War?](#) Lesson plan that gives background, primary source analysis, and students have to make an argumentative statement on the cause of the Civil War.

Publication of *Uncle Tom's Cabin* by Harriet Beecher Stowe **in response to the Fugitive Slave Act.**

United States Supreme Court decision in the Dred Scott case.

The creation of the Republican Party in the mid-1850s, explicitly devoted to stopping the spread of slavery in the territories.

~~A series of failed compromises over the expansion of slavery in the territories and the Fugitive Slave Act~~



Essential Questions:

- How do competing interests influence how power is distributed and exercised?
- How do maps and globes reflect history, politics, and economics?
- What are the causes and consequences of injustice?
- How does learning about **Westward Expansion and Contraction** impact your understanding of yourself, your lived experiences, a concept, a UN Sustainable Development Goal, or a contemporary world issue/event?

Portrait of a Graduate



I collaborate and support team members in the quest to learn and achieve desired outcomes by making meaningful contributions, adhering to schedules, seeking clarification, and staying focused on the goal.



I demonstrate empathy, compassion, and respect for others, and I promote human interactions based on these ideals.



Together both Cultural Responsiveness and Social-Emotional Learning support student thinking, learning, and well-being in a supportive classroom environment.

- **Affirming Student Identities:** Students thrive when teachers know them well, and affirm their individual and diverse identities.
- **Class discussions:** Students use communication skills to puzzle over ideas, respectfully compare thinking, and deepen understanding of content.
- **Cooperative learning:** Small groups of students use knowledge of their own strengths and the ability to take the perspectives of others to complete learning tasks collectively
- **Constructing Knowledge:** Students make meaning of enduring concepts and systems.
- **Reflection:** Students are afforded reflection time to develop self- and social awareness

[Ways to build community in your online class](#)

Purposeful and Balanced Assessment



Intended Learning Outcomes: *What will students know and be able to do?*

By studying the history of Early America, students will be able to apply their learning to the examination of the domestic and foreign policy decisions and actions of the United States. Students have the opportunity to explain the power dynamics among Americans, enslaved people, and Indigenous people varied from cooperation to violence while asserting their humanity.

- [Standard 1 Rubric](#)



Formative Assessment: *The primary purposes of formative assessments are to gauge student understanding of content and think about what they have learned. These assessments are not necessarily graded.*



- [Horizon Assessments](#) - a collection of multiple choice test items.



Learning is a Product of Thinking : *What opportunities will students have to think about content and how it relates to themselves, others, and life in and beyond school? Use any time during class (bell ringer, exit ticket etc..)*

- [Visible Thinking Routines \(Main Toolbox\)](#)
- [Visible Thinking Routines \(At Home Strategies\)](#)
- [Facing History and Ourselves Teaching Strategies](#)

**Ready to Use Visible Thinking Routines -
These are set to "View Only." Make a Copy to Use with Students**

Frayer Models: Concepts & Content	Walk the Week	3-2-1 Bridge	Surprising, Interesting, Troubling
Headlines!	+1 Routine	What Makes You Say That?	1-2 Minute Essay
Connect, Extend, Challenge	Projecting Across Distance	Projecting Across Time	The Explanation Game
Facts or Fiction	Unveiling Stories	Stories	Main-Side-Hidden
Parts, People, Interactions	Parts, Perspectives, Me	Parts, Purposes, Complexities	Circle of Viewpoints
The 3 Whys	Circles of Action	Here Now There Then	See Think We Me
Beginning, Middle, End	Values, Identities, Actions	Imagine If	What Can Be
I Used to Think... Now I Think	Claim Support Question	Question Starts	Word Phrase Sentence
Relevant or Not	Learning to Infer	Anticipation Guides	Text-Text, Self, World



Summative Assessment: *How might students demonstrate mastery of the learning outcomes in this unit?*

- The summative assessment should ask students to address the essential question for this unit. A main way to do this is to ask students to engage in inquiry based experiences that ask them to demonstrate their understanding through authentic performance tasks.
 - Summative assessments should use our [Standard 1 Rubric](#)
 - See the bottom of the guide for PBA options for this unit.
-
- These POG resources support student reflection.

POG Reflection

[Reflection Cards](#)

[Self-Assessments](#)

[IB Aligned Self-Assessments](#)



Scaffolds and Supports for [Special Education](#), [English Learners](#), [Advanced Learners](#)

There are 13 Academic Language and Disciplinary Concept sheets linked below shaded in green. See more information [from the ESOL department about academic language here](#).

- Students access and use the academic language needed to engage in a task;
- Students are able to communicate their thinking at high levels;
- Instruct with attention to the discourse, sentence patterns, and words that students need.

The additional supports (not shaded) are from a variety of sources.

Analyze	Cause and Effect	Classify	Compare and Contrast
Evaluate	Infer	Inform	Inquire
Justify	Persuade	Problem Solve	Sequence
Synthesize	AAP Critical and Creative Strategies	Graphic Organizers in Google	Sentence Starters
Primary and Secondary Source Graphic Organizers from the National Archives		Secondary Education Literacy Strategies	

Meaningful Learning Experiences

These resources use unit specific content to support the development of students' skills & thinking.

- FCPS Created [Digital Background Information Collections](#)
 - [The Early Republic](#)
 - [Jacksonian Democracy](#)
 - [War With Mexico](#)
 - [Expansion Westward](#)
- Historical Thinking Skills Activities
 - Cause and Effect [Westward Movement C&E](#), [American Indian Forced Assimilation- HTS Cause and Effect](#)
 - Continuity and Change Over Time [Maps of America 1820 and 1920](#)
 - Perspectives [War of 1812](#),



- Periodization [Seneca Falls Convention](#), [Indian Reorganization Act- Periodization and Significance](#)
- Story-Telling and Narrative Creation [The Trail of Tears](#)
- Connections [Abolition](#), [Indian Removal](#) [HTS Connections](#)

- **Stanford History Education Group** [Log-in Required](#)

- [Texas Revolution](#)
- [Louisiana Purchase](#)
- [Manifest Destiny](#)
- [Second Middle Passage](#)
- [Lewis and Clark SAC](#)
- [The Gold Rush and San Francisco](#)
- [Edward Curtis](#)
- [Clay's American System](#)
- [The War of 1812](#)
- [Traders in the West](#)
- [Slavery Narratives](#)
- [Freedom's Journal](#)

- **SOL Content Summaries and Activities**

- [Jacksonian Era](#)
- [Westward Expansion](#)

Additional Disciplinary / Content Area Resources

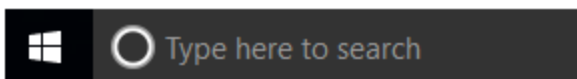
(Basal resources, Library Resources, Media Collections)

- **Digital Textbook:** Virginia and United States History
 - **Topic 5:** The Early Republic (1789-1855)
 - **Topic 6:** Reshaping America in the Early 1800s (1800-1860)
- [FCPS Library Databases](#)
- [Smithsonian Primary Source Database](#) (username and password is "fairfax")
- [Virtual Guest Speakers](#)
- [Virtual Field Trips](#)
- **eMaps - 100's of pre-created digital maps**
 - Type "emaps" in your search bar to access

[Additional Digital Tools](#) (Not specific to content)



Ideas for Student Collaboration, Communication, and Critical and Creative Thinking through Blended Learning

- **Jamboard:** students can move and organize ideas collaboratively
- **Flipgrid:** students can share their responses and leave feedback for their peers.
- **Slides:** can be used for collaboration or for digital poster creation using the "publish to the web" feature.
- **Smithsonian Learning Lab-**students can use zoom





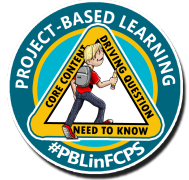
- NMAI Resource: [How Did Six Different Native Nations Try to Avoid Removal?](#)
- NMAI Resource: [The Removal of the Muscogee Nation](#)
- NMAI Resource: [American Indian Removal: What Does It Mean to Remove a People?](#)
- NMAI Resource: [The Trail of Tears: A Story of Cherokee Removal](#)
- Teaching Tolerance Resource: [Teaching Hard History Framework](#)
- Map Resource: [Native Lands](#)

functions to closely observe images


Complete Unit Specific Performance Assessments

[Standard 1 Rubric](#)

- FCPS Created [Performance Assessments for US History](#)
 - [Google Slides and Reflection \(Brief the President\)](#)
 - [Google Slide and Reflection \(Leadership\)](#)
 - [News Report](#)
- C3 Inquiries for this Unit [General](#) and [VA Hub](#)
 - [Westward Migration](#)

PBA Templates - Use and Modify these 3 Formats to Design your Own PBA

Support a Claim or Position	Digital Portfolio	Taking Informed Action
<p style="text-align: center;">Suggested Planning Template to Modify/Use</p> <p>Goal: Students construct an argument (e.g., detailed outline, visual, essay) using specific claims and relevant evidence from sources while acknowledging competing views.</p> <div style="text-align: center;">  </div>	<p style="text-align: center;">Suggested Planning Template to Modify/Use</p> <p>Goal: Students create artifacts/products that demonstrate their learning related to the essential question.</p> <div style="text-align: center;">  </div>	<p style="text-align: center;">Suggested PBL Template to Modify/Use</p> <p>Goal: Students act in ways that allow them to demonstrate agency in a real-world context.</p> <div style="text-align: center;">  </div>