

Unit Name: Unit 2 A - Emergence of Nationalism / Sectionalism

Author: Steve Schweizer

SET-UP

Subject: **Social Studies**
Course/Grade: **U.S. History I**
School: **Egg Harbor Township High School**

Country:
State/Group: **NJ**

UNIT SUMMARY

Nationalism takes center stage after the War of 1812. One of the achievements of the war was nationalism. America would enter into the Era of Good Feelings. However, that will not last forever. We will see the emergence of sectionalism as the 1820's emerges. Sectionalism will dominate American society all the way through the 1860's. The breaking point of America sectionalism culminated with the Civil War. This unit should take approximately 7 days.

UNIT RESOURCES

Printed Materials:

Missouri Compromise Map <http://teachingamericanhistory.org/neh/interactives/sectionalism/lesson1/>

Andrew Political Cartoons <http://www.isidore-of-seville.com/jackson/6.html>

Monroe Doctrine <http://www.ourdocuments.gov/doc.php?doc=238&page=transcript>

Resources:

NBC Learn - Andrew Jackson's Indian Policy

NBC Learn [Cartoon: "King Andrew the First"](#)

NBC Learn The Nullification Crisis

NBC Learn The Era of Good Feelings

Internet Resource Links:

http://cmsweb1.lcps.org/509125816115810/lib/509125816115810/files/APUSH_Chapter_10.pdf

<http://www.digitalhistory.uh.edu/timeline/timelineO.cfm>

<http://cherokee.org>

<http://ushistory.org>

<http://havefunwithhistory.com>

STAGE ONE

GOALS AND STANDARDS

Standard State: NJ

6.1.12. U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

UNDERSTANDINGS

1. Describe the various differences between the North and South (ie. political, social & economic).
2. Explain how the United States grew in the early nineteenth century.
3. Evaluate how Andrew Jackson helped shape the modern day presidency.

ESSENTIAL QUESTIONS

1. How is the spoils system still used in present day American politics?
2. Should individual states have the power to ignore federal laws?
3. In terms of modern day America would Andrew Jackson be viewed more as a king or a president? Explain why.
4. Should the executive branch have the power to control the banking system in the United States?
5. How did the Missouri Compromise and western expansion contribute to sectionalism?
6. What were the significant court decisions that bolstered the power of the federal government at the expense of the states?
7. Evaluate the Trail of Tears and explain why or why not this action by the United States government could be viewed as genocide.

KNOWLEDGE AND SKILLS

1. SWBAT evaluate the reasons for writing the Monroe Doctrine and summarize the provisions.
2. SWBAT describe examples of states' rights issues.
3. SWBAT evaluate the causes of "Nationalism."
4. SWBAT explore Andrew Jackson's policies towards the Native Americans.
4. SWBAT examine the origins, advantages, and disadvantages of the "Spoils System."
5. SWBAT identify reasons for increased sectionalism (National Bank, Tariffs, & Internal Improvements).

STAGE TWO

PERFORMANCE TASKS

Title:Venn Diagram

Create a Venn Diagram for differences between the North and the South.

Title:Monroe Doctrine

Read and analyze primary source - Monroe Doctrine and explain in your own words modern examples of this policy in use in 21st Century America.

Title:The Spoils System

List the pros and cons of the "spoils system" and provide modern day examples of its use in American politics.

Title:King Andrew 1st

The students will view a political cartoon of Andrew Jackson. They will need to come up with four aspects of why the author believes Andrew Jackson was more like a king than a president. As a class all students will debate and discuss his policies such as

1. Native American Removal (Trail of Tears).
2. Spoils System

3. The war on the Bank of the United States (BUS).

Title: Andrew Jackson Common Assessment

The students will write a newspaper article on Andrew Jackson's policies ie. Indian Removal, Spoils System, the National Bank, the Nullification Crisis. They will be able to write as if they were there during the time frame of the 1830's.

Newspaper : Andrew Jackson

Teacher Name:

Student Name: _____

CATEGORY	4	3	2	1
Contributions of Group Members	Each person in the group has contributed at least one article and one graphic without prompting from teachers or peers.	Each person in the group has contributed at least one article and one graphic with a few reminders from peers.	Each person in the group has contributed at least one article with some minimal assistance from peers.	One or more students in the group required quite a lot of assistance from peers before contributing one article.
Articles - Purpose	90-100% of the articles establish a clear purpose in the lead paragraph and demonstrate a clear understanding of the topic.	85-89% of the articles establish a clear purpose in the lead paragraph and demonstrate a clear understanding of the topic.	75-84% of the articles establish a clear purpose in the lead paragraph and demonstrate a clear understanding of the topic.	Less than 75% of the articles establish a clear purpose in the lead paragraph and demonstrate a clear understanding of the topic.
Graphics	Graphics are in focus, are well-cropped and are clearly related to the articles they accompany.	Graphics are in focus and are clearly related to the articles they accompany.	80-100% of the graphics are clearly related to the articles they accompany.	More than 20% of the graphics are not clearly related to the articles OR no graphics were used.
Articles - Interest	The articles contain facts, figures, and/or word choices that make the articles exceptionally interesting to readers.	The articles contain facts, figures, and/or word choices that make the articles interesting to readers.	The article contains some facts or figures but is marginally interesting to read.	The article does not contain facts or figures that might make it interesting to read.

Spelling and Proofreading

No spelling or grammar errors remain after one or more people (in addition to the typist) read and correct the newspaper.

No more than a couple of spelling or grammar errors remain after one or more people (in addition to the typist) read and correct the newspaper.

No more than 3 spelling or grammar errors remain after one or more people (in addition to the typist) read and correct the newspaper.

Several spelling or grammar errors remain in the final copy of the newspaper.

OTHER EVIDENCE

1. Essay or a debate arguing for or against the use of the spoils system.
2. Quiz on differences between the North and South.
3. Teacher observation
4. Student self evaluation
5. Discussion board - turnitin.com

STAGE THREE**LEARNING ACTIVITIES**

1. The students will create a list of regional differences between the North and the South. They will be required to write all of the differences on the board.
2. The students will also work in pairs to read the Monroe Doctrine. They will be required to write in their own words the meaning and goals of the Monroe Doctrine (Primary Source) The teacher will have the students paraphrase the Monroe Doctrine on the white board and critique what the students completed.
3. The students will be asked to write down a list of presidential qualifications. They will be required to debate and discuss the most important qualities and qualifications one should have to be president. The teacher will provide a list of qualities in a power point presentation. Please note the qualities and qualifications that the teacher will provide will be characteristics of Andrew Jackson.
4. The students will analyze a political cartoon "King Andrew I." (Primary Source)