



**Marietta City Schools**  
**2023–2024 District Unit Planner**

*Individuals and Societies US History*

<b>Unit title</b>	<i>Unit 3: Early Republic, Expansion, and Reform</i>	<b>Unit duration (hours)</b>	<i>13.5 Hours</i>
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**Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit):** *What will students learn?*

**GA DoE Standards**

**Standards**

**SSUSH6 Analyze the challenges faced by the first five presidents and how they responded.**

- Examine the presidency of Washington, including the precedents he set.
- Explain the presidency of John Adams including the Sedition Act and its influence on the election of 1800.
- Explore Jefferson's expansion of presidential power including the purchase and exploration of the Louisiana Territory.
- Explain James Madison's presidency in relation to the War of 1812 and the war's significance in the development of a national identity.
- Explain James Monroe's presidency in relation to the Monroe Doctrine.

**SSUSH7 Investigate political, economic, and social developments during the Age of Jackson.**

- Explain Jacksonian Democracy, including expanding suffrage, the Nullification Crisis and states' rights, and the Indian Removal Act.
- Explain how the North, South, and West were linked through industrial and economic expansion including Henry Clay and the American System.
- Explain the influence of the Second Great Awakening on social reform movements, including temperance, public education, and women's efforts to gain suffrage.
- Explain how the significance of slavery grew in American politics including slave rebellions and the rise of abolitionism.

**Concepts/Skills to be Mastered by Students**

**Information Processing Skills:**

- compare similarities and differences
- organize items chronologically
- identify issues and/or problems and alternative solutions
- distinguish between fact and opinion

identify main idea, detail, sequence of events, and cause and effect in a social studies context  
6. identify and use primary and secondary sources  
11. draw conclusions and make generalizations  
15. determine adequacy and/or relevancy of information

**Literacy Skills:**

**L11-12RHSS2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

**L11-12RHSS4:** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10)

**L11-12WHST1:** Write arguments focused on discipline-specific content

**L11-12WHST2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

**Essential Questions**

**Factual—**

What Social Reform Movements influence change in society during this time period?

How did the Monroe Doctrine influence the relationship of the United States with other nations?

What were the accomplishments and setbacks of the early presidents (Washington, Adams, Jefferson, Monroe, Jackson)

**Conceptual—**

How was Presidential power expanded during the early Republic?

How did the United States physically expand and how did this impact American Indians?

How did Social Reform Movements influence change in society?

**Debatable-**

How did the early presidents solve the problems that faced them and shape American identity?

How did industrial development and physical growth influence the American economy?

Assessment Tasks
<i>List of common formative and summative assessments.</i>
<p><b><u>Formative Assessment(s):</u></b></p> <p>Unit 3 CFA SSUSH6</p> <p><b><u>Summative Assessment(s):</u></b></p> <p>Unit 3 2021-2022 Summative Assessment in AMP</p>

<b><u>Learning Experiences</u></b> Add additional rows below as needed		
Objective or Content	Learning Experiences	Personalized Learning and Differentiation
<b>SSUSH7 Investigate political, economic, and social developments during the Age of Jackson.</b> (Sub Elements a. And b.)	<a href="#">W</a> Andrew Jackson Zombie Assignment.docx Students investigate the presidency of Andrew Jackson and his relationships with other politicians of the day. The task ends in an essay justifying rankings of who Jackson would most target as a zombie.	Individualized instruction (remediation or enrichment) will be based on IEPs, Gifted and/or 504 documentation.
<b>Essential Question:</b> <b>How did the French &amp; Indian War lay the groundwork for the American Revolution?</b>  <b>All for Unit</b>	<a href="#">USH EOC Review Guide for Students</a> <a href="#">USH EOC Review Activity for Students</a> Students will use information in the review guides and in class to complete tasks aligned to the GSE.	Individualized instruction (remediation or enrichment) will be based on IEPs, Gifted and/or 504 documentation.
Content Resources		
<a href="#">Notes Summary</a>		

[Vocabulary](#)

[Readings and Document Analysis](#)

[SSUSH 6 Packet](#)

[SSUSH 7 Packet](#)

**Savvas Textbook Resources**

**SSUSH6a**

Creating a New Government, 166-167

Domestic and Foreign Affairs, 171-173

**SSUSH6b**

Foreign Policy Affects Domestic Politics, 173-175

**SSUSH6c**

A Growing Nation Looks Westward, 178-179

**SSUSH6d**

War With Britain, 184-186

**SSUSH6e**

Key Events of the Early Republic Timeline, 164 Nationalism Leads to American Expansion, 201- 202

**SSUSH7a**

Andrew Jackson Enters National Politics, 204-207

American Indian Removal, 207-209

The Debate Over Nullification, 209-210

**SSUSH7b**

The Influence of Nationalism on Domestic Affairs, 199-201

**SSUSH7c**

The Second Great Awakening, 241-243

Public Education Reform, 247-248

Social Reform Movements, 248-250

Women Fight for Reforms, 260-261

Women Seek Expanded Rights, 261-263

The Seneca Falls Convention, 263-264

**SSUSH7d**

Life as an Enslaved African American, 251-253 Identify Supporting Details, 253 The Antislavery Movement Grows, 255-256

**Support Resources**

[DoE US History Inspire Site](#)

[DoE US History Milestone Study Guide](#)

Published: Month, Year

Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.

[DoE US History Milestone Achievement Level Descriptors for Parents](#)

[US History Teacher Notes](#)

[US History Student Notes/Text](#)

[Discovery Education Experience](#) (searchable by subject- login required: student Google Email)

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