Unit Plan

Note: Type in the gray areas. Click on any descriptive text, then type your own.

Unit Author	
First and Last Name:	Kent Green
School District:	Hickman County
School Name:	Hickman County High School
School City, State:	Clinton, KY
Unit Overview	
Unit Plan Title:	(5) Antebellum America
Curriculum-Framing Questions	
Essential Question	Explain how the United States changed economically and politically during the first half of the 1800s.
Unit Questions	Analyze the growth and expansion of the early American republic. Identify and describe key terms of the Antebellum period. Discuss how the Industrial Revolution changed methods of production and fostered urbanization. Describe the pioneers of the early 1800s. Explain why and how pioneers journeyed west. Discuss where early pioneers settled. Compare and contrast the differing economic and political views of the western, southern, and northern regions of the US. Explain the various reform movements of the early to mid-1800s. Describe and explain the idea of states' rights and the confrontations that occurred because of intense sectionalism. Examine the major characteristics of the United States on the eve of the Civil War.
Content Questions	

Critical Vocabulary	Industrial Revolution; Samuel Slater; Lowell System; Cotton Gin; Eli Whitney; Interchangeable Parts; Sectionalism; Immigration; Pull Factors; Push Factors; Nativism; American System; National Road; Steam Power; Erie Canal ;Railroads; Manifest Destiny; Missouri Compromise; Annexation of Texas; Oregon Territory; Gadsden Purchase; Compromise of 1850; Plantation System; Jacksonian Democracy; Universal Suffrage; Social Reform; Second Great Awakening; Abolitionist Movement; Women's Rights Movement; John C Calhoun; States' Rights; Dred Scott Decision; John Brown; Frederick Douglas; Underground Railroad

Unit Summary:

This unit analyzes the era prior to the Civil War, and emphasizes the following areas of the period:

1) Describe and evaluate the impacts of the First Industrial Revolution.
2) Evaluate the major events and issues that promoted sectional conflicts and strained national cohesiveness.
3) Identify significant religious, philosophical, and social reform movements of the 1800s.
4) Identify the major characteristics, successes, failures, and oppositions of the abolition movement.
5) Analyze the women's rights and the suffrage movements of the Antebellum period.
6) Compare and contrast the economic, social, and cultural differences of the North and South during the Antebellum period.

Subject Area(s): Click box(es) of the subject(s) that your Unit targets

☐ Business Education	☐ Drama	☒ Other: US History
☐ Engineering	☐ Foreign Language	☐ Other:
☐ Home Economics	☐ Industrial Technology	☐ Other:
☐ Language Arts	☐ Math	
☐ Music	☐ Physical Education	
☐ School to Career	☐ Science	
☒ Social Studies	☐ Technology	

Grade Level: Click box(es) of the grade level(s) that your Unit targets

☐ K-2	☐ 3-5
☐ 6-8	☒ 9-12
☐ ESL	☐ Resource
☐ Gifted and Talented	☐ Other:

Targeted State Frameworks/Content Standards/Benchmarks:

ACT EOC B.2.A-B.2.F

Student Objectives/Learning Outcomes:

See Essential and Unit Questions

Procedures:

Day 1:

Unit 5 Vocabulary

Day 2:
Market Revolution

Day 3:
First Industrial Revolution

Day 4:
Manifest Destiny

Day 5:
Sectional Differences

Day 6:
Reform Movements

Day 7:
States' Rights/Slavery

Day 8:
Unit 5 Test

Approximate Time Needed:

8 days

Prerequisite Skills:

None

Materials and Resources Required For Unit

Technology – Hardware: (Click boxes of all equipment needed)

☐ Camera	☐ Laser Disk	☐ VCR
☒ Computer(s)	☒ Printer	☐ Video Camera
☐ Digital Camera	☒ Projection System	☐ Video Conferencing Equip.
☐ DVD Player	☐ Scanner	☒ Other: Internet Media
☒ Internet Connection	☐ Television	

Technology – Software: (Click boxes of all software needed.)

☐ Database/Spreadsheet	☐ Image Processing	☐ Web Page Development
☐ Desktop Publishing	☒ Internet Web Browser	☐ Word Processing
☐ E-mail Software	☒ Multimedia	☐ Other:
☐ Encyclopedia on CD-ROM		

Printed Materials:	Text book, copies of sheets and graphic organizers, copies of multiple choice tests.

Supplies:	None
Internet Resources:	TBD
Others:	None
Accommodations for Differentiated Instruction	
Resource Student:	IEP modifications will be implemented during class and on assessments based upon the prescribed modifications.
Remediation:	Exit slips and bellringers. Daily brief review of previous day's learning target or material.
Gifted Student:	Topic and coresponding chapter from the advanced placement textbook (American Pageant). Student comprehension questions, broader vocabulary content, and also increased rigor of multiple choice.

Student Assessment:

Daily student formative assessments over the material and standards.

Daily activity formative assessments over the material and standards.

Segmented multiple choice quizzes after a unit segment has been completed.

End of unit multiple choice summative assessments that will measure mastery and model rigor of the end of course exam or final.