

UNIT 6 LEARNING EXPECTATIONS

1. This document is a summation of what you need to master for the Unit Test.
2. Review the overview below and be able to answer the questions as we analyze the Unit.
3. Quizzes and Exit Ticket Assessments that will align with the overview below.
 - a. This is a Study Resource.
 - b. This can be used to assist in completing your Do Now.
 - c. **INCORPORATE LEARNED INFORMATION WITHIN YOUR EXIT TICKETS**
4. Your answers need to incorporate Perspectives and ISPICE.

INQUIRY ARC	DOES PROGRESS HELP EVERYONE?
<p>Purpose For Learning</p> <p><i>How to connect the unit to being successful and achieving your goals.</i></p> <ol style="list-style-type: none"> 1. When should you say no? 2. Can you handle the responsibilities and expectations of the dream you are pursuing? 3. How far are you willing to go to achieve your goal? Are you willing to sacrifice your ideals for it? 4. What type of technology are you using to progress? 	<p>After completing Unit 8.4, students will have studied how Presidents speeches influence policy and how their actions helped to define the office. Moreover, student will have explored how often these actions contradict the Constitution. In Unit 8.6 Westward Expansion, students will begin with President Andrew Jackson, whose actions and policies led to tremendous progress in the country but at a large cost to some groups. Students explore how technological, ideological, and economic progress lead to the expanding of the country. Students discuss the effects of westward expansion, including the benefits of growth and the costs to American Indian civilizations. Did ideological progress mean the rejection of the Constitution? Did technological advances mean the advancement of slavery? Did the growth of land mean occupation and genocide of Native American tribes? Does progress help everyone? The unit culminates with Cornerstone 3, westward expansion and students taking a position on reparations for Native Americans forced off their land.</p> <p>As you pursue your dream, you will be faced with decisions that will affect others. Is your character stronger than your drive to obtain your dream the right way? Are you the type of person that will do any and everything no matter what to achieve that goal even if it means hurting the people you love?</p>
<p>Unit 4 – MORE PROGRESS MORE PROBLEMS: EXPANSION AND INDUSTRIALIZATION</p>	
<p>Big Ideas (Main Ideas)</p> <ul style="list-style-type: none"> • The United States expanded geographically, socially, politically, and economically through conflicts and compromises. • Thousands of people followed trails through the Western part of the country to gain land, new opportunity, and fortune. • Different groups of people including the poor, African-Americans, enslaved Africans, Native Americans, Mexicans, women, and land speculators benefitted and some did not. • The agricultural South, supported by the cotton industry, and the industrial North, supported by 	

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DC Content Power Standards	Compelling Questions	Supporting Questions
Use the italicized questions to answer the DC Content Power Standards.		
<p>8.6.3: Identify on a map the changing boundaries of the United States and the relationships the country had with its neighbors (currently Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and explain how those relationships influenced westward expansion and the Mexican-American War.</p> <p>8.7.2: Describe the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions (e.g., growth of cities, deforestation, farming, mineral extraction).</p> <p>8.9.2: <u>Describe the election of Andrew Jackson as president in 1828</u>, the importance of Jacksonian democracy, and his actions as president (e.g., the spoils system, veto of the National Bank, and opposition to the Supreme Court). (only underlined portion)</p> <p><i>Explain through ISPICE and Perspectives how the American Revolution is connected with the Constitution.</i></p>	<p>CQ1: What is responsible for U.S. expansion?</p> <p><i>Explain the various ways the US gained territory.</i></p> <p>Who was affected by the expansion? Who progressed and who digressed?</p>	<p>SQ1: How did the U.S. expand politically?</p> <p>SQ2: How did the U.S. expand geographically?</p> <p>SQ3: What part did technology play in westward expansion?</p>

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<p>8.9.2: Describe the election of Andrew Jackson as president in 1828, the importance of Jacksonian democracy, and his actions as president (e.g., the spoils system, veto of the National Bank, and opposition to the Supreme Court).</p> <p><i>Explain how Jackson's decisions affected the progress of the United States.</i></p>	<p>CQ2: Who were the winners and losers of American Progress?</p> <p><i>What is the definition of hypocrite?</i></p> <p><i>What nationalities were involved in westward expansion and did they progress as the United States moved west?</i></p> <p>How can following the Constitution and Declaration of Independence create hypocrisy?</p>	<p>SQ4: What were the causes of Westward Expansion?</p> <p>SQ5: What conflicts arose from westward expansion?</p> <p>SQ6: What were the costs of achieving Westward Expansion?</p> <p>SQ7: Did the costs of Westward Expansion outweigh its benefits?</p>
<p>Unit Performance Task</p>	<p>Students will outline an argument in response to the compelling question, using primary and secondary sources about the costs of westward expansion policies, actions, and treaties to participate in a Paideia Seminar. Students will create a five-slide voice thread and send to it the Secretary of the Bureau of Indian Affairs explaining what they believe the costs of westward expansion were and advocating for or against reparations for Native American nations.</p>	