

The Early Republic (1789–1844) Unit 6 Overview: U.S. History, 7th Grade

Driving Concept 3: A Newly Formed, Diverse Nation: Confederation to Constitution (1770s–1800s)

Through this driving concept, students will analyze the context in which the representative democracy of the United States was created — evaluating its promise, contributions, and shortcomings. To begin their investigation, students will analyze the government created by the founders. They will assess the reasons for and the impact of compromises made during the Constitutional Convention, as well as the Constitution's inclusion of specific guarantees of individual liberty. Students will evaluate the ways those guarantees were and/or were not universal in their intent or application. Throughout their study, students will analyze key founding documents, source material from individuals who supported and opposed the adoption of the Constitution, and the impact it continues to have on our lives today.

Driving Concept 4: Invasion and Control: Conquest of the Nation (1800–1860)

Through this driving concept, students will study the expansion of the United States by interrogating the idea of Manifest Destiny and analyzing the experiences of different individuals as the United States expanded west. Students will study the treaties, financial agreements and wars that precipitated expansion, as well as the political and indigenous opposition to territorial acquisition. Throughout this driving concept, students will analyze the continued growth of slavery and how it perpetuated an imbalance of power between slave states and free states.

Essential Question

How did developments during the Early Republic (1789-1844) impact various groups living in the United States?

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About This Unit

Unit 6: The Early Republic (1789-1844) explores the economic, technological, and political changes that transformed the United States in the years after the American Revolution and leading up to the Civil War. Students will examine how westward expansion, industrial growth, and transportation innovations created new opportunities for Americans looking to move west, entrepreneurs, and workers—while bringing displacement, labor exploitation, and inequality to Indigenous peoples, enslaved Africans, immigrants, and the working poor. The unit also explores the Age of Jackson, focusing on the expansion of democracy for some and the erosion of rights for others, as well as the growing political and regional divisions tied to slavery, class, and federal power. The unit ends with a curated research paper where students use their contextual knowledge of the period to analyze the various effects on individuals in the United States in this period.

Use the Best Practices Repository for information on implementing every strategy and lesson activity!

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Priority Standards

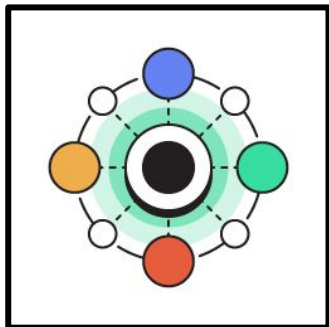
7.33	Analyze the impact of the American Revolution on the social and political status of different groups in the new nation including but not limited to women, Indigenous Nations, enslaved and free Black Americans, religious minorities, and European Americans of various socioeconomic groups (e.g., rural farmers, Southern planters, urban craftsmen, Northern merchants).
7.37	Explain the structure, power and function of the federal government created by the Constitution, including key constitutional principles such as the division of power between federal and state government, the creation of checks and balances, the sovereignty of the people, limited government, and judicial independence.
7.43	Analyze the daily lives of those who were not allowed to participate in the formation of the US government or were denied access to civil rights, such as voting and/or citizenship using primary sources (e.g., the writings of Olaudah Equiano and Harriet Jacobs).
7.47	Analyze the social and political changes during the Jacksonian era, including the expansion of voting rights, from multiple perspectives and evaluate the legacy of these changes.
7.48	Assess the extent to which perspectives toward American territorial expansion, including Manifest Destiny and Indigenous resistance, changed over time, including an understanding that the removal of Indigenous Nations was not inevitable.
7.49	Compare and evaluate the different ways in which the United States acquired territory from 1800 to 1860, including an evaluation of the Louisiana Purchase.
7.52	Compare and evaluate the actions taken and rationales provided by the United States government to acquire western or Indigenous territory in the 1800s, with particular attention given to the policies and campaigns of President Andrew Jackson and the consequences such actions had on the land and people.
7.55	Evaluate the impact of territorial expansion, immigration, and Northern industrialization on the institution of slavery and American politics.
7.56	Use charts, graphs and data to evaluate the impact of the institution of slavery on the economic growth of the United States between 1800 and 1861, with a particular focus on the impact of the invention of the cotton gin.
7.57	Analyze the complex and varied lives and experiences of enslaved people and free Black Americans between 1800–1877.
7.59	Evaluate the reasons for Asian and European immigration to the United States, the political, social and economic opportunities and challenges faced by Asian and European immigrants, and the ways individuals demonstrated resilience between 1800–1877.

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Additional Standards	
7.34	Analyze the strengths and weaknesses of the Articles of Confederation, evaluating the competing arguments for and against revision.
7.42	Analyze the presidency and legacy of George Washington, including his legacy as an enslaver and as a leader who voluntarily relinquished political power.
7.44	Analyze the international and domestic disputes that shaped the formation of early political parties such as the Federalists and the Democratic-Republicans and the short-and long-term significance of these disputes.
7.46	Evaluate the legacy of the presidential elections of 1800, 1876, 2000 and 2020 to evaluate the significance of peaceful transfers of power and their impact on democratic ideals.
7.50	Evaluate the reasons different individuals, including Federalists, Abolitionists and Democratic-Republicans, supported and opposed American territorial expansion.
7.53	Analyze the perspectives and actions (both adaptation and resistance) of Indigenous Nations in response to territorial invasion between 1800 and 1860 using primary and secondary sources.

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Unit Preview		
<i>Subtopic(s)</i>	<i>Compelling Question</i>	<i>Standard(s)</i>
Expansion to the Mississippi	How did U.S. expansion to the Mississippi River create new opportunities, conflicts and challenges for the people and nations it affected?	7.33, 7.44, 7.46, 7.48, 7.49, 7.50, 7.52, 7.53, 7.55
The Market Revolution	How did economic growth bring opportunity to some and hardship to others?	7.34, 7.42, 7.43, 7.55, 7.56, 7.57
Industrialization	To what extent did industrial growth create both opportunity and inequality for immigrant populations in the early 19th century?	7.33, 7.44, 7.47, 7.55, 7.56, 7.59
The Age of Jackson	In what ways did government policies in the Age of Jackson expand rights for some while denying them to others?	7.37, 7.47, 7.48, 7.50, 7.52, 7.53
Assessment: Curated Research Paper		All unit standards



Unit Focus Skill: Contextualization & Sourcing

Thinking historically means interpreting historical events, developments, or processes in light of the surrounding historical context. It also means understanding key information about a historical source, such as its purpose, perspective, and reliability as a piece of evidence.

Expansion to the Mississippi: Topic Overview

	<u>LESSON 1 (90 MINS)</u>	<u>LESSON 2 (90 MINS)</u>	<u>LESSON 3 (90 MINS)</u>
SUPPORTING QUESTION	How did different groups view and experience U.S. territorial expansion?	How did different Indigenous groups respond to U.S. encroachment and what influenced their choices?	What do the experiences of individuals on the frontier demonstrate about opportunity, struggle, and change in the Early Republic?
STANDARD(S)	7.44, 7.46, 7.48, 7.49, 7.50, 7.52, 7.55	7.33, 7.48, 7.52, 7.53	7.33
FOCUS SKILL(S)	Contextualization Perspective	Contextualization Perspective	Perspective Contextualization
DO FIRST	Frayer: Louisiana Territory A-Z Guide	Frayer: Pan-Indianism Scenario Response	Frayer: Frontier Quote Analysis
ACTIVITY 1 - LAUNCH	Inquiry Journal Topic 1: Supporting Questions	Introduction to Pan-Indian Resistance Video	"Ox-Cart Man" Video
ACTIVITY 2- PRACTICE	"What is the Context?" Territorial Expansion and Louisiana Purchase video	Document Jigsaw: Analyzing Indigenous Responses to Expansion	Introduction to "White Trash" Terminology Reduce It! - White Trash Excerpt
ACTIVITY 3- EXHIBIT	Silent Discussion	Inside/Outside Circle	Visualizing the Frontier
CONCLUSION	Exit Ticket: Classroom Mingle	+Form Assessment - Tecumseh - PER	Unit 6 Inquiry Journal Topic 1: Compelling Question



Market Revolution: Topic Overview

	<u>LESSON 4 (90 MINS)</u>	<u>LESSON 5 (120 MINS)</u>	<u>LESSON 6 (60 MINS)</u>
SUPPORTING QUESTION	How did economic changes and land expansion impact the institution of slavery during the Early Republic?	How did inventions and innovations during the Market Revolution change daily life and shape the U.S. economy?	What does the history of canals reveal about innovation and expansion in the Early Republic?
STANDARD(S)	7.43, 7.56, 7.57	7.55, 7.56	7.34, 7.42, 7.55
FOCUS SKILL(S)	Contextualization Quantitative Analysis Continuity and Change Over Time	Contextualization Causation Historical Significance	Contextualization Historical Significance
DO FIRST	Frayer: Cotton Gin Notice, Wonder, Think	Frayer: Market Revolution Give One, Get One	Frayer: Canal A-Z Guide
ACTIVITY 1 - LAUNCH	Inquiry Journal Topic 2: Supporting Questions	Market Revolution Guided Notes	Introduction to the C & O Canal
ACTIVITY 2- PRACTICE	"What is the Context?" Territorial Expansion and Louisiana Purchase Video	"Fund It or Forget It" Research	The Significance of Canals Webquest
ACTIVITY 3- EXHIBIT	Map Analysis & 3, 2, 1 Document Analysis	"Fund It or Forget It" Elevator Pitches	N/A
CONCLUSION	Continuity and Change Over Time Graphic Organizer	Exit Ticket: Quickwrite	Unit 6 Inquiry Journal Topic 2: Compelling Question

Industrialization: Topic Overview

	<u>LESSON 7 (90 MINS)</u>	<u>LESSON 8 (60 MINS)</u>
SUPPORTING QUESTION	What was the most significant cause of the First Industrial Revolution?	Who were the main immigrant groups moving to the United States in the early 1800s and how were their lives affected by Industrialization and Urbanization?
STANDARD(S)	7.33, 7.47, 7.55, 7.56, 7.59	7.33, 7.44, 7.47, 7.55, 7.59
FOCUS SKILL(S)	Contextualization Causation Evaluating Evidence	Contextualization Perspective Historical Empathy
DO FIRST	Frayer: Industrialization Quickwrite	Frayer: Nativism Prediction
ACTIVITY 1 - LAUNCH	Inquiry Journal Topic 3: Supporting Questions	Lives of Immigrants Guided Notes
ACTIVITY 2- PRACTICE	"What is the Context?" The First Industrial Revolution	+ "Nativism" + THINKS
ACTIVITY 3- EXHIBIT	Causes of the Industrial Revolution Group Work & "You Be the Judge" Class Discussion	Diary Entry
CONCLUSION	Exit Ticket: Final Verdict	Unit 6 Inquiry Journal Topic 3: Compelling Question

The Age of Jackson: Topic Overview

	<u>LESSON 9 (60 MINS)</u>	<u>LESSON 10 (120 MINS)</u>	<u>LESSON 11 (90 MINS)</u>
SUPPORTING QUESTION	To what extent did the Jacksonian Era expand democracy to more Americans in the early 19th century?	What actions did the U.S. government take to remove Native Americans, and how did Native Americans resist?	How did the U.S. government's removal policies affect Native sovereignty and how did Indigenous peoples respond?
STANDARD(S)	7.47	7.37, 7.47, 7.48, 7.50, 7.52, 7.53	7.48, 7.52, 7.53
FOCUS SKILL(S)	Contextualization Quantitative Analysis	Contextualization Causation	Contextualization Historical Significance Historical Empathy
DO FIRST	Frayer: Andrew Jackson Notice, Wonder, Think	Frayer: Indian Removal Quote Analysis	Frayer: Trail of Tears Anticipatory Guide
ACTIVITY 1 - LAUNCH	Inquiry Journal Topic 4: Supporting Questions	"What is the Context? - Indian Removal" Reading	Introduction to Trail of Tears Guided Notes
ACTIVITY 2 - PRACTICE	Introduction to Jackson & the Expansion of Democracy Guided Notes	†Form Assessment - West Expansion - CAU	Trail of Tears and Indigenous Resistance Webquest
ACTIVITY 3 - EXHIBIT	†Jackson Biography - THINKS	Gallery Walk	Review Anticipatory Guide (Optional)
CONCLUSION	Exit Ticket: Visual Representation	Exit Ticket: Triangle, Square, Circle	Unit 6 Inquiry Journal Topic 4: Compelling Question

Assessment: Topic Overview

	LESSON 12 (60 MINS)	+ LESSON 13 (210 MINS)
SUPPORTING QUESTION	<i>Place-Based Lesson Extension</i> <i>See page 11 for lesson options and view Best Practice Repository for additional information about implementation</i>	How did developments during the Early Republic (1789-1844) impact various groups living in the United States?
STANDARD(S)		All unit standards
FOCUS SKILL(S)		Contextualization Causation
DO FIRST		Early Republic CRP Introduction
ACTIVITY 1 - LAUNCH		Contextualization and Relevance of the Early Republic
ACTIVITY 2- PRACTICE		Document Analysis & Essay Outline
ACTIVITY 3- EXHIBIT		Essay Creation
CONCLUSION		CRP Self-Assessment and Essay Submission

Place Based Lesson Extension

	LESSON 12 (60 MINS)
SUPPORTING QUESTION	
STANDARD(S)	
FOCUS SKILL(S)	
DO FIRST	
OPTION 1 - PODCAST	
OPTION 2 - SYNCHRONOUS PRESENTATION	
OPTION 3 - FIELD TRIP	
CONCLUSION	Unit 6 Inquiry Journal Essential Question

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Unit Commentary:

Unit 6 provides rich opportunities for students to explore how innovation, expansion, and political change reshaped the United States during the Early Republic. The focus skill of the unit is contextualization, encouraging students to analyze how developments in technology, economics, and government affected various groups across the growing nation.

Topic 1 sets the context for expansion to the Mississippi River, with a focus on the various perspectives of land acquisition, impact on Indigenous nations, and life on the frontier.. Students examine how westward expansion created opportunity for some while deepening divisions across the nation.

Topic 2 introduces students to the core developments of the Market Revolution, including the rise of factories, new inventions, and the transportation revolution. Students explore how these innovations transformed labor, family life, and the U.S. economy, while also increasing slavery and class divisions.

Topic 3 turns to industrialization and immigration, examining how factory systems and urban growth created new economic opportunities and social challenges. Students analyze the experiences of immigrants, women in the workforce, and working-class families who faced low wages, long hours, and unsafe conditions. This topic encourages students to consider both the promise of the American economy and the realities of inequality.

Topic 4 centers on the Age of Jackson, where students analyze how democracy expanded for white men while being restricted or denied to others. They examine Indian Removal and the increasing political tensions that foreshadow sectional conflict.

Throughout the unit, students will emphasize historical thinking skills such as causation, contextualization, historical significance, and evaluating evidence. At the heart of each lesson is the aim of fostering historical empathy—understanding how different people experienced and responded to a rapidly changing society. Primary and secondary source analysis support students in developing a nuanced understanding of both opportunity and inequality in this era.

The unit concludes with a curated research paper, in which students answer the essential question: How did developments during the Early Republic (1789–1844) impact various groups living in the United States? This final task allows students to synthesize their learning and demonstrate their ability to evaluate historical change through multiple perspectives.

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Suggested Readings and Helpful Resources:

For information on:

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Unit Pedagogical Resources:

- What is Contextualization? Guide
- [What is Contextualization Video](#)

Museum Component:

- Optional Field Trip: [C & O Canal Historic National Park](#)