



Unit 3.2 People's Role in Government/Dem-Rep

9 Curriculum Developers

Stage 1: Desired Results

Established Goals

CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

CCSS: Grades 6-8

Reading: History/Social Studies

6. Assess how point of view or purpose shapes the content and style of a text.

- RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

RI: GSE: Social Studies

RI: Grades 7-8

Civics & Government

C&G 3 (7-8) –2 Students demonstrate an understanding of how of individuals and groups exercise (or are denied) their rights and responsibilities by...

- c. identifying the impact of an historic court case

Historical Perspectives

HP 5 (7-8) –1

Students demonstrate an understanding that a variety of factors affect cultural diversity within a society by...

- a. identifying how movement (e.g., ideas, people, technology) impacts cultural diversity.

HP 5 (7-8) – 3

Various perspectives have led individuals and/or groups to interpret events or phenomena differently and with historical consequences by...

- a. describing how and why various factors impact an individual or a group's perspective of events.

Economics

E 1 (7-8) –1

Students demonstrate an understanding of basic economic concepts by...

- a. explaining the relationship between resources and industry.

Enduring Understandings

- People, places and ideas change over time
- The movement of people, goods, and ideas cause societies to change over time.

Academic Vocabulary

Similar: sharing qualities, but not the same as

Principle: a fundamental or basic law or idea

Authority: the power to influence or command thought, opinion or behavior

Purchase: the act of buying something

React: to act in response to something

Restriction: rule or regulation that limits something

Underestimate: to judge something below its actual value

Technology: equipment that makes use of advanced knowledge and skill to solve a problem or do a task

Element: part of a larger whole

Reveal: to show

Essential Questions

- How can legal grievances be addressed through the American legal system?
- Why was Marbury v. Madison a turning point in American judicial history?
- How did the concept of judicial review show that the principles of checks and balances and separation of powers in the three branches exist?
- How did Jefferson reconcile his interpretation of the Constitution with the purchase of Louisiana?
- How did the Lewis and Clark expedition demonstrate the American government's desire to learn about the native cultures in the west for the purposes of commerce and interaction?
- How was the success of Lewis and Clark's dependent upon the cooperation of the native peoples?
- How did the violation of America's neutral rights on the seas cause the War of 1812?
- How did the War of 1812 force Americans to make goods they formerly acquired from Europe and abroad?

Region: an area defined by a feature or characteristic
Intense: very strong
Internal: within the country

- **Why was the invention of the cotton gin responsible for the expansion of slavery?**
- **How did Samuel Slater and other inventors/capitalists contribute to the economic growth of United States?**
- **What were the positive economic effects of the construction of the Erie Canal?**
- **How did the debate over internal improvement and protective tariffs in the United States divide the nation?**
- **Why did Northerners' support the Missouri Compromise?**
- **Why did Southerners' support the Missouri Compromise?**

Content Knowledge

Students will know:

- how the federal government developed under George Washington
- how the new government responded to internal and external threats
- how the two-party political system developed in America
- how Jefferson won the election of 1800
- the political and geographical changes that took place during Jefferson's presidency
- why the United States entered the War of 1812
- how the United States fared in the War of 1812
- how the War of 1812 affected the nation
- how technological improvements contributed to the Industrial Revolution and changed the ways people lived and worked
- how improved transportation facilitated westward movement
- how the unity and nationalism people felt after the War of 1812 changed to divisions over issues of economics and equality

Skills

Students will be able to:

- **identify and analyze** the development of the American political system during the Federalist Era
- **evaluate** decisions made by the new government
- **draw conclusions** about how the economy developed under Hamilton
- **identify and analyze** the challenges on the frontier that the new government faced
- **analyze and explain** American relations with European nations under Washington and Adams
- **contrast** the views of the developing political parties
- **identify and analyze** issues that developed during the presidency of John Adams
- **compare and contrast** the election of 1800 with modern elections
- **describe** how John Marshall affected the powers of the Supreme Court and the federal government
- **identify and evaluate** how governments change
- **locate** the Louisiana Purchase on a map and discuss the importance of the purchase
- **determine cause and effect** in how the Haitian Revolution affected the United States
- **analyze primary sources** to learn more about the Lewis and Clark expedition
- **identify points of view** about the Louisiana Purchase, Native American rights, and the War of 1812
- **analyze visuals and primary sources** to understand the war with Tripoli
- **explain** why the United States was not prepared for war with Britain
- **identify** the War Hawks
- **describe** and analyze the events of the War of 1812
- **explain** the origins of "The Star-Spangled Banner"
- **explain and evaluate** how new machines affected production at a textile mill
- **analyze** why industrial growth began in New England
- **draw conclusions** about how the growth of factories contributed to the Industrial Revolution
- **identify and evaluate** the elements of the free enterprise system
- **compare** agriculture in the different regions of the country
- **analyze** how cotton farming affected slavery
- **identify and evaluate** modes of transportation during the Industrial Revolution
- **analyze** the impact of the Erie Canal on transportation and industry
- **analyze** life in western settlements
- **compare** issues regarding the power of the federal government and states
- **analyze and evaluate** the consequences of landmark Supreme Court decisions
- **summarize** the Missouri compromise
- **analyze** the causes and effects of sectionalism
- **identify points of view** of important leaders of the time period

Stage 2: Assessment Evidence

Assessment (New)

Assessment

Assessments include, but are not limited to: Lesson Quizzes (1-4), a Chapter Test... (See attachments below).

 Reading Quiz Meet Mr. Jefferson from History of US reading and questions.pdf

 Chapter 10 Test 2017

 Ch 11 & 12 Test 2017

 Jefferson and Louisiana Common Assessment Revised 2018

 Chapter 9 Test.docx


 Chapter 10 Test.docx

 Chapter 10 Lesson 1.pdf


 Chapter 10 Lesson 2.pdf

 Chapter 10 Lesson 3.pdf

 Chapter 10 Lesson 4.pdf

 Chapter 11 Lesson 1.pdf

 Chapter 11 Lesson 3.pdf

 Ch 11 Lesson 2

 Chapter 9 Lesson 1.pdf

 Chapter 9 Lesson 2.pdf

 Chapter 9 Lesson 3.pdf

 JOHN ADAMS QUIZ 2018.doc

 G Concerns.docx

Stage 3: Learning Plan

Learning Activities

"Mad Tom" Editorial Cartoon

PowerPoint presentation on the case and key people: Madison, Marbury, Marshall.

Read an article "Marbury v. Madison" (Pages 304-305 American Nation)

Discussion on the role of the branches of government: separation of powers and checks and balances.

Explain the Judiciary Act of 1789 & 1801.

Reading from the text "The Louisiana Purchase"

Notes and discussion: Jefferson and the Louisiana Purchase

Map activities: Louisiana Purchase and Lewis and Clark

National Geographic Video: Lewis and Clark with closed activity

Lewis and Clark DBQ

An American Profile: Sacagawea. P. 309 American Nation.

Reading from The American Nation.

Power point presentation.

Teacher generated notes.

Historical play: "Mr. Madison's War"

Read Chapter 11 Sections 1 & 2

Chart on inventors/capitalists based upon reading.

PowerPoint with video clips

 John Adams Video worksheet 2nd President.pdf

 John_Adams_as President 2018.ppt

Resources

 Ch 10 Jefferson and Madison Student Notes.pptx

 Ch 10 Adams and Jefferson.wmv

 Ch 10 Jefferson and Madison 2015.pptx

 Hamilton and Jefferson on the National Bank.docx

 Jefferson Essential Questions on Louisiana Purchase.doc

 The_Real_Thomas_Jefferson.asf

 Jefferson & Louisiana.pptx

 DBQ-Lewis and Clark.docx

 ch11 and 12 Industrial Revolution and Jackson.pptx

 ch11 and 12 Industrial Revolution and Jackson student notes.pptx

 5. Jeffersonian Era DBQ.rtf

 Hamilton v Jefferson National Bank Vide from PBS.webm

 Chapter 10 The Jefferson Era.pdf

 Reading Quiz Meet Mr. Jefferson from History of US reading and questions.pdf

 Ch10JEFFERSONMADISON.pptx

 Chapter 10 Textbook Reading, Hw Questions and Self-Assessments

 Lewis & Clark Expedition Possible Readings

 DBQ Louisiana Purchase 2013.docx

 Louisiana Purchase Lesson Plan.pdf

 Chapter 10 Textbook Reading, Hw Questions and Self-Assessments.pdf

 Lewis & Clark Expedition Possible Readings .pdf

