Unit 2: The Early Republic

Content Area: **Social Studies**
Course(s):
Time Period: **Trimester 1**
Length: **5 Weeks**
Status: **Published**

Summary

In the United States History course, students study the development of the early republic through the Reconstruction Era. To expand students' historical understanding, geography and civics are emphasized throughout the course. Moreover, the use of primary sources allows students to analyze and interpret American history via first-hand accounts. Students also examine how women, racial and ethnic minorities, and members of the LGBTQIA+ community have contributed to the American economy, politics, and society. Moreover, the inclusion of current events keeps students informed and helps to refine their civic understanding. Throughout the course, students are challenged with both project- and problem-based activities in order to gain an enduring understanding of the fundamental curricular concepts.

This unit is part of the larger aforementioned course sequence and specifically focuses on the early Republic where students will identify factors and individuals which shaped the early United States and its political, social, and economic systems. By the end of this unit, students will be able to examine early leadership, perspectives and decisions of the Founding Fathers.

Revised: August 2023

Standards

6.1.8.CivicsHR.3.a: Explain how and why constitutional civil liberties were impacted by acts of government during the Early Republic (i.e., Alien and Sedition Acts).

6.1.8.CivicsHR.3.b: Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.

6.1.8.CivicsHR.3.c: Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.

6.1.8.EconET.3.a: Identify the effect of inflation and debt on the American people[.] and [Evaluate] evaluate the policies of state and national governments during this time.

6.1.8.HistoryCC.3.b: Explain how political parties were formed and continue to be shaped by differing

perspectives regarding the role and power of federal government.

6.1.8.HistoryCC.3.c: Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory.

6.1.8.HistorySE.3.a: Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy

6.1.8.EconET.4.a: Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.

6.1.8.EconET.4.a: Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. 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.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).

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).

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

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

RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and

shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

WHST.6-8.1. Write arguments focused on discipline-specific content. A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. D. Establish and maintain a formal/academic style, approach, and form. E. Provide a concluding statement or section that follows from and supports the argument presented.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.

B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

E. Establish and maintain a formal/academic style, approach, and form.

F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. Research to Build and Present Knowledge

WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple

avenues of exploration.

WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research. Range of Writing

WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).

9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).

9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

9.4.8.DC.1: Analyze the resource citations in online materials for proper use.

9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an

authentic audience.

9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).

9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).

9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

This unit also reflects the goals of the Department of Education and the Amistad Commission including the infusion of the history of Africans and African-Americans into the curriculum in order to provide an accurate, complete, and inclusive history regarding the importance of of African-Americans to the growth and development of American society in a global context.

In accordance with New Jersey's Chapter 32 Diversity and Inclusion Law, this unit includes instructional materials that highlight and promote diversity, including: economic diversity, equity, inclusion, tolerance, and belonging in connection with, race and ethnicity, and religious tolerance.

This unit further reflects the goals of the Holocaust Education mandate where students are able to identify and analyze applicable theories concerning human nature and behavior; understand that genocide is a consequence of prejudice and discrimination; understand that issues of moral dilemma and conscience have a profound impact on life; and understand the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

This unit is aligned to the English Language Development (ELD) standards for kindergarten through grade 12 since multilingual learners develop content and language concurrently, with academic content in a classroom where the language of instruction is English. As a result, language learning and language as a means for learning academic content are interchangeable. The following ELD standards are relevant for this unit and course of study:

- Standard 1: Language for Social and Instructional Purposes: English language learners communicate for social and instructional purposes within the school setting.
- Standard 5: Language for Social Studies: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

The standards in this unit reflect a developmental progression across grade levels and make interdisciplinary

connections across content areas including the humanities, technology, career readiness, cultural awareness, and global citizenship.

Essential Questions and Enduring Understandings

Essential Questions:

- How can one serve as an effective and fair leader especially when faced with challenges and tribulations?
- How can a government be responsive to all interest groups?

Enduring Understandings:

- The early United States faced challenges in establishing a national identity and unity among diverse groups of people.
- Key individuals played critical roles in shaping the early United States and its political, social, and economic systems.

Objectives

Students will know:

- Terms, concepts and individuals (including, but not limited to): George Washington, neutrality, taxes and debt, Shay's Rebellion, Northwest Ordinance, John Adams, XYZ Affair, Alien and Sedition Acts, political parties, Thomas Jefferson, Louisiana Purchase
- The responsibility of George Washington to be the first to carry out and interpret the role of President.
- The role of Commander - in - Chief.
- The reasons for the creation of the first cabinet, and its role.
- The cost of the Revolutionary War and the proposed solution for the United States.
- The foreign policy of neutrality and its impact on the United States relationship with France and Great Britain.
- The context and causes of the XYZ Affair.
- The support and opposition of the Alien and Sedition Acts.

- The growth of political parties in response to values and events in the early republic.
- The response of Jefferson towards France and Great Britain.
- The economic impact of the Embargo Act for the northern and southern regions.
- The desire to acquire new territory and the opportunity of the Louisiana Purchase.
- The growth of the institution of slavery during the shaping of the early republic.
- The support and opposition of the institution of slavery by each early leader.

Students will be skilled at:

- Establishing cause and effect between leaders and their decisions.
- Identifying the political parties, both past and present.
- Analyzing the growth of the institution of slavery after major presidential decisions.
- Discussing domestic and foreign issues of a new nation and assessing the decisions made by the Early Presidents.
- Examining economic plans for debt repayment and their effectiveness.
- Evaluating the benefits and detriments of the foreign policy of neutrality.
- Determining the limitation of civil liberties during national crisis.
- Understanding the connection between political parties' leadership decisions and regional interests.
- Working independently and collaboratively to present comprehension and understanding of content.
- Contextualizing events and sources within a broader historical timeline to describe the circumstances surrounding the topic.
- Interpreting multiple perspectives to compare and contrast varying viewpoints of a specific topic for relative similarities and differences.
- Creating a claim to respond to a prompt.
- Writing with evidence to support an original claim.

Learning Plan

This unit includes, but is not limited to, the following learning strategies:

Environment, Economy, Citizenship, Constitutional Principles Photo Analysis: Using photographic primary sources, students will analyze the impact geography, economy, and citizenship played a role in establishing Constitutional Principles. Students will then answer the essential question associated with the theme they think their image best represents. They will be encouraged to use their image as evidence in support of any claims they make in response to the essential question.

Washington Precedents TWE: Students will read about and analyze the precedents set forth by George Washington during his Presidential term. Students will then watch a video about these precedents in modern events. Finally students will be tasked with answering the following TWE prompt: To what extent does the United States follow the precedents established by George Washington?

Washington's Farewell Address: After reviewing the state of the US government prior to the Revolutionary War, students will discuss the fears of American citizens immediately after the War. After discussing Washington's presidency, they will then analyze the Farewell Address through the song "One Last Time" from the musical Hamilton. Students will then match excerpts from the Address with images. Finally they will evaluate the United States today based on the ideals expressed in the Address. They will rank which ideals have been met and which have been abandoned.

Political Parties Visual Simile: Students will begin by reading the Newsela article regarding Political Parties. Students will then create a visual simile comparing Political Parties to something modern. They will then create a drawing that represents their simile. Students will need to write a short explanation of both the simile and the illustration they created. The activity will conclude with a "Wisdom Walk" around the classroom to see what their classmates have created.

XYZ Affair TWE: Students begin by watching a video about the French Revolution. Students will then read an excerpt on the XYZ Affair from the Mount Vernon website. After discussing predictions on the outcome of the XYZ Affair, students will be tasked with answering the following TWE prompt: How impactful will the XYZ affair be for the "common" citizen of the United States? This is designed to promote the concept of a continuum in thinking and argument development instead of a finite and binary understanding.

Alien Sedition Acts: Begin by discussing political changes in the 21st century. Students will be reminded of class norms and the need to be respectful when discussing sensitive topics. After bringing up the ideas of immigration, war, and Voting Rights, the teacher will present the Alien Sedition Acts as if they were modern laws about to be voted on. In groups, students will discuss the legality and the morality of these acts. After a group discussion, it will be revealed that the Alien Sedition Acts are actually from 1798, Students will read an article about the Acts and then write a newspaper article from 1798 explaining their opinions of the Alien Sedition Acts.

Election of 1800: Students will begin by discussing the pros and cons of Political Parties. Present the Election

of 1800's candidates and then have them discuss with their groups how George Washington would feel about the lead up to the election. Students will then be able to read a short recap of the election. They will be able to highlight/annotate the reading to find examples of George Washington's apprehensions about political parties. After finishing the reading, students will fill in a map that shows how each state voted in the election. They will again need to use prior knowledge to explain how and why the states came to vote the way they did. To conclude, students will create a postcard to be sent to a relative in Europe. They will be either Federalists or Democratic-Republicans and they must sum up their feelings about the election in 2-3 sentences and include a picture they feel represents the feelings of their political party.

Louisiana Purchase: Students will tackle the question of "What motivated Thomas Jefferson"? To begin, students will brainstorm what motivates them. They will then branch out to what motivates today's leaders (school, local, parents, federal etc). Students will then jigsaw four different sources regarding the Louisiana Purchase. Students must share their findings with each other in order to complete the question: To what extent was the Louisiana Purchase in the best interest of America in the early 1800s?

Report Card Assessment of Leaders: Students will be tasked with grading George Washington, John Quincy Adams, and Thomas Jefferson on the following areas: Domestic Tranquility, Foreign Affairs, Support for All Americans, Upholding American Ideals, Advancing the Nation, and Slavery. They will provide reasoning for their grades, identify areas needing improvement, and determine areas of success. This can be a cumulative assessment or something done after learning about each President's term in office.

Presidential Diary: Students will create a diary (length and number of entries can be specific to each group of learners) from the point of view of George Washington, John Quincy Adams, and Thomas Jefferson. Entries can take place after key events in each President's term (Washington's Farewell Address, XYZ Affair, Louisiana Purchase).

Note: Other strategies to address the learning objectives may include, but are not limited to direct instruction, primary and secondary source analysis (including annotations, critique, questioning and close reading strategies), self and peer review, think-pair-share activities, creating visual representations, debates, film analysis, Socratic seminars, small group discussions, simulations, mapping activities, jigsaw activities, gallery walks, web quests, and/or inquiry or problem based learning projects.

Assessment

When taking a Social Studies course, students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Many of the performance tasks below can be implemented as formative and/or summative assessments. As teachers strive for students to demonstrate proficiency, they will need to create additional or alternative assessments based on demonstration or absence of skill.

Formative Assessments:

- Do Nows/ Exit Slips
- Class Activities
- Photo Analysis
- Farewell Address Activity

Summative Assessments:

- Report card assessment of leaders
- Unit Tests including multiple choice and analytical writing questions
- Simile Project

Benchmark Assessments:

- Analytical Writing Responses
    - To what extent did the actions of early political leaders address the needs of the nation?
    - What presidential decision was most important to shaping a new nation, and why?

Alternative Assessments:

- "President for a Week". This can be a research assignment or project with components that can be chosen or to include all of the following:
    - Students will write a speech regarding at least two important issues (past or present) with evidence and reasoning as to why they would address this during their time in office.
    - Students pick members for their Cabinet including advisors, secretary of state with evidence and reasoning.
    - Students create an inaugural speech with an introduction, body paragraph and concluding idea about their qualities of leadership and what the public needs to know.
    - Students will create a "memorial" and record their legacy with evidence and reasoning.
    - Additionally: fictional social media (Twitter/Instagram templates) updates during time in office, problem and solution chart (can provide problems for students if needed).

Materials

The design of this course allows for the integration of a variety of instructional, supplemental, and intervention

materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available In addition to the materials below, the following link connects to district approved textbooks and resources utilized in this course: Core Book List.

The following are approved resources that teachers can include to further unit related objectives:

Northwest Ordinance

Environment, Economy, Citizenship, Constitutional Principles Photo Analysis

Geography of North America in 1800

Election of 1789 (www.mountvernon.org)

Washington's First Cabinet

Washington Precedents TWE

Washington's Farewell Address

Hamilton One Last Time Lyrics and Music

Early U.S. politics gave rise to the two-party political system (newsela.com)

French Revolution in a Nutshell (video)

XYZ Affair (video)

XYZ Affair Reading and Predictions and TWE prompt

Alien Sedition Act (Modern Vs 1798) (Be Sure to Update Year!)

Alien Sedition Act Comic and Questions

Election of 1800 (newsela.com)

Election of 1800 Reading, Map, and Postcard

Jefferson's Justifications (War, Louisiana Purchase, Embargo Act)

What Motivated Thomas Jefferson: Louisiana Purchase

The Historical Audacity of the Louisiana Purchase - TED Ed(video)

Report Card Assessment of Leaders

Any additional resources that are not included in this list will be presented to and reviewed by the supervisor before being included in lesson plans. This ensures resources are reviewed and vetted for relevance and appropriateness prior to implementation.

Suggested Strategies for Modification

This link includes content specific accommodations and modifications for all populations:

https://docs.google.com/spreadsheets/d/1Pp6EJOCsFz5o4-opzsXpQDQoa6aClW-bkRGPDRHXVrk/edit?usp=sharing

These additional strategies are helpful when learning Social Studies content and skills:

- Highlighter for close reading and summary strategies
- Bolded terms in directions
- Reading texts aloud for students to assist in comprehension and analysis
- Providing opportunities for text-to-speech for written responses.
- Use visual presentations of all materials and instructions.
- Include graphic organizers for writing.