

# Unit 7 - Launching the New Government / The Early Republic

Content Area: **Social Studies**  
Course(s): **United States History I**  
Time Period: **5 weeks**  
Length: **April-May**  
Status: **Published**

## Unit Overview

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Unit 9 initially focuses on Washington's Administration and the difficulties he faced as President, such as building a strong government and economy. It also focuses on Washington's neutrality during the French Revolution and his warning that America should stay out of European affairs once he left office. Additionally, the political spectrum in the United States evolves into two parties: Federalist and Democratic Republican, lead by Adams and Jefferson respectively. Finally, Adams' presidency is explored and while his actions did help the United States stay out of war he became very unpopular and lost to Jefferson in the election of 1800.

## Transfer

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Students will be able to independently use their learning to...

-Understand what challenges a president faces and what he does to maintain a strong government and economy.

-Students will also be able to question whether or not a war or American intervention in other nations affairs will help or hinder the country.

-Detect bias or slander when it comes to political campaigning. Study of the first true election, between Adams and Jefferson, shows the ugly side of politics and how to sift through truth and lies.

-Finally, students will see that making the right choices not always gains a person popularity, just as in Adams case of staying out of the French Revolution.

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For more information, read the following article by Grant Wiggins.

[http://www.authenticeducation.org/ae\\_bigideas/article.lasso?artid=60](http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60)

## **Meaning**

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### **Understandings**

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- What events happened during Washington's presidency and what actions did he take to maintain the strength of the federal government.
- Why neutrality is very important, especially for a new developing country.
- How the political spectrum becomes split into a two party system in 1790 and how that mirrors modern American politics.
- The difficulties faced by Adams and the errors in some of his actions in president.
- The personal attacks of politics and how to sort through lies and the truth.

### **Essential Questions**

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Students will keep considering...

- The characteristics of being a good president, and what traits a president looks for when developing a cabinet.
- Neutrality and when it can help or hinder a nation in foreign affairs.
- The choices a president may have to make and why doing the right thing may not always be a popular choice.
- How the two party system of American politics work.
- Why is the political spectrum full of slander and libel and how do we sort through that information to make a wise decision when voting.

### **Application of Knowledge and Skill**

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## **Students will know...**

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Students will know...

- The challenges faced by President Washington during his term.
- Why Washington chose to remain neutral during the French Revolution.
- What message was conveyed in Washington's farewell address.
- Why the country split politically along two different parties.
- Why Adams led the Federalists and Jefferson led the Democratic-Republicans.
- The challenges faced by Adams during his presidency.
- The Alien and Sedition acts.
- The election of 1800 and slander side of politics.

## **Students will be skilled at...**

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Students will be skilled at...

Analyzing the the actions of a president and whether it helped or hindered the nation.

Recognizing the importance of neutrality, specifically during the French Revolution.

Explaining and analyzing the difference between a federalist and democratic-republican.

Drawing conclusions about how politics works in America and if there are any connections between the politics of the late 1700s and modernity.

Examining primary sources and detecting bias.

## **Academic Vocabulary**

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Unit 9 Section 1

-inauguration, precedent, Cabinet, Judiciary Act, national debt, bond, speculator, Bank of the United States, tariff, Whiskey Rebellion.

## Section 2

-French Revolution, foreign policy, neutral, Neutrality Proclamation, Jay's Treaty, Farewell Address.

## Section 3

-faction, unconstitutional, Democratic Republican, Federalist.

## Section 4

-XYZ Affair, frigate, Alien and Sedition acts, sedition, nullify, Kentucky and Virginia resolutions, states' rights.

## **Learning Goal 1**

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Students will be able to analyze, comprehend, and discuss the impact of establishing a new government under the terms of Washington and Adams administrations. Students will be able to explain how government structures and institutions developed. Students will be able to analyze the basis of each political party formed during this time period and draw connections from them to modern political parties.

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|-----------------------------------|---|
| LA.RH.6-8.1                       | Cite specific textual evidence to support analysis of primary and secondary sources.  |
| LA.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.                                   |
| LA.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).                                 |
| LA.6-8.CCSS.ELA-Literacy.CCRA.R.1 | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| LA.6-8.CCSS.ELA-Literacy.CCRA.R.2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  |
| LA.6-8.CCSS.ELA-Literacy.CCRA.R.3 | Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  |
| SOC.6.1.8.A                       | Civics, Government, and Human Rights  |
| SOC.6.1.8.A                       | Civics, Government, and Human Rights  |
| SOC.6.1.8.A.3.e                   | Explain how and why constitutional civil liberties were impacted by acts of government (i.e., Alien and Sedition Acts) during the Early Republic.   |
| SOC.6.1.8.A.3.f                   | Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.   |

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| SOC.6.1.8.A.4.a | Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements.            |
| SOC.6.1.8.C.3.b | Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time. |

## Target 1

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Students will be able to outline the steps Washington took to ensure that the American government operated well and how did Hamilton try to reduce the debt and build the economy. Students will be able to identify the cause and effect of the Whiskey Rebellion.

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| SOC.6.1.8.A     | Civics, Government, and Human Rights   |
| SOC.6.1.8.A.3.f | Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.                            |
| SOC.6.1.8.D.3.g | Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution. |

## Target 2

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Students will be able to understand the different opinions Americans had regarding the French Revolution and whether that opinion changed over time. Students will be able to explain and analyze Washington's choice to stay neutral was an important one, but proved to be very difficult.

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| SOC.6.1.8.A     | Civics, Government, and Human Rights  |
| SOC.6.1.8.A.3.f | Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government. |
| SOC.6.1.8.A.4.a | Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements.                       |

## Target 3

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Students will be able to compare and contrast the viewpoints of Hamilton and Jefferson and explain how the election of 1796 increased the political tension within the country.

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| SOC.6.1.8.A.4.a | Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements.   |
| SOC.6.1.8.C.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. |

## Target 4

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Students will be able to identify the ways in which Adams handled issues with the French during his

presidency. Students will be able to explain the impact of the Federalist party split and the Alien and Sedition acts in relation to the issues of constitutionality and states' rights.

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|-----------------|---|
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| SOC.6.1.8.A.4.a | Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.                       |

## **Advanced Learning Goals**

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## **Advanced Targets**

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## **21st Century Life & Career**

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| CRP.K-12.CRP1  | Act as a responsible and contributing citizen and employee.   |
| CRP.K-12.CRP2  | Apply appropriate academic and technical skills.  |
| CRP.K-12.CRP4  | Communicate clearly and effectively and with reason.  |
| CRP.K-12.CRP5  | Consider the environmental, social and economic impacts of decisions.   |
| CRP.K-12.CRP6  | Demonstrate creativity and innovation.  |
| CRP.K-12.CRP7  | Employ valid and reliable research strategies.  |
| CRP.K-12.CRP8  | Utilize critical thinking to make sense of problems and persevere in solving them.                                  |
| CRP.K-12.CRP11 | Use technology to enhance productivity.   |
| CRP.K-12.CRP12 | Work productively in teams while using cultural global competence.  |
| PFL.9.1.8.A.4  | Relate earning power to quality of life across cultures.  |
| PFL.9.1.8.A.5  | Relate how the demand for certain skills determines an individual's earning power.                                  |
| PFL.9.1.8.B.5  | Explain the effect of the economy on personal income, individual and family security, and consumer decisions.       |
| PFL.9.1.8.B.6  | Evaluate the relationship of cultural traditions and historical influences on financial practice.                   |
| PFL.9.1.8.D.5  | Explain the economic principle of supply and demand.  |
| PFL.9.1.8.F.1  | Explain how the economic system of production and consumption may be a means to achieve significant societal goals. |
| PFL.9.1.8.F.2  | Examine the implications of legal and ethical behaviors when making financial decisions.                            |

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| CAEP.9.2.8.B.3 | Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.  |
| TECH.8.1.8     | Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.  |
| TECH.8.2.8     | Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. |

## **Summative Assessment**

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Linkit! Chapter 7 Test

All assessments are differentiated and aligned to the social studies standards and curriculum.

Alternative assessments may include but are not limited to any combination of the following:

Common Assessment 4: Reading Like A Historian: "Jefferson vs Hamilton" with primary sources and essential questions <http://sheg.stanford.edu/hamilton-jefferson>

Docs Teach: "Article of Confederation vs The Constitution"

<http://docsteach.org/activities/18077/detail?mode=browse&menu=closed&era%5B%5D=revolution-and-the-new-nation&page=4>

Docs Teach: "Finding American

Symbols" <http://docsteach.org/activities/69/detail?mode=browse&menu=closed&era%5B%5D=revolution-and-the-new-nation>

Docs Teach: "Celebrating America's Bicentennial in

1976" <http://docsteach.org/activities/13857/detail?mode=browse&menu=closed&era%5B%5D=revolution-and-the-new-nation>

Problem-based learning, projects or presentations, common paper/pencil assessments, primary source writing with essential questions

Common summative assessments will be devised by the 7th grade social studies teachers during common planning time.

## **Formative Assessment and Performance Opportunities**

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Lecture

Group work  
Think-Pair-Share  
Technology implementation  
"Do-Nows"  
Directed Reading  
Graphic Organizers  
Primary and secondary sources  
Picture Prompts  
Projects  
Teacher observation  
cooperative learning opportunities  
guided practice  
classroom centers  
atlas/geography activities  
essential question writing

## **Accommodations/Modifications**

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Enrichment opportunities: Advanced classes will incorporate more Level 4 Knowledge Utilization processes. Advanced classes will have broader and more specific essential writing activities. These classes will also have to incorporate more decision making, problem solving, relating experiences, and investigation activities.

Differentiation: 504 and IEP modifications will be closely followed and modified to fit the needs of specific students. Regular planning with Inclusion Instructors to best implement these specific practices will take place throughout the academic school year.

GOOGLE EXPEDITION (Virtual Reality through History) Differentiated questions - several question sheets for various levels - Advanced Social Studies / general ed, and special ed.



Online Resources:

Text to Speech: Natural Readers - <https://www.naturalreaders.com/>

Content Vocabulary: Academic Word Finder - <http://achievethecore.org/academic-word-finder/>

Social Studies Enrichment/Modifications Resources for **ELL Students**-

<https://www.colorincolorado.org/resource-topic/content-resources-social-studies> - "Social studies Instruction to ELLs"

- guided notes
- interactive games/websites
- leveled assignments
- leveled readings
- modified assessments
- student-generated research projects

## **Advanced Class Modifications**

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### **Unit Resources**

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guest speakers

interactive white board activities

Internet activities

supplemental textbooks/ teacher resources

social studies notes and hand-outs

videos and online videos for audio and visual learners

activity cards

American history websites

youtube

safari montage

helpful bulletin boards and posters

exit tickets

on-line project builder

## NEWSCURRENTS (LGBTQ RESOURCES)

### Digital Resources

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**1.) Digital Public Library of America** - <https://dp.la/> - link to DPLA home search engine for various lessons and sources on Launching the New Government/The Early Republic including:

- a.) [https://dp.la/item/2ce3e40d3aafb23667e22683464e6a1d?back\\_uri=https%3A%2F%2Fdp.la%2Fsearch%3Futf8%3D%25E2%259C%2593%26q%3DInauguration%2Bof%2Bwashington](https://dp.la/item/2ce3e40d3aafb23667e22683464e6a1d?back_uri=https%3A%2F%2Fdp.la%2Fsearch%3Futf8%3D%25E2%259C%2593%26q%3DInauguration%2Bof%2Bwashington) - The Inauguration of Washington (images)
- b.) [https://dp.la/item/eb1288b245634b1e7081bae0c1f52f24?back\\_uri=https%3A%2F%2Fdp.la%2Fsearch%3Futf8%3D%25E2%259C%2593%26q%3DThe%2Bearly%2Bamerican%2BRepublic](https://dp.la/item/eb1288b245634b1e7081bae0c1f52f24?back_uri=https%3A%2F%2Fdp.la%2Fsearch%3Futf8%3D%25E2%259C%2593%26q%3DThe%2Bearly%2Bamerican%2BRepublic) - Architecture of the Early Republic (text)
- c.) [https://dp.la/item/eec5677b476cb4861669a64f9ed39638?back\\_uri=https%3A%2F%2Fdp.la%2Fsearch%3Futf8%3D%25E2%259C%2593%26q%3DThe%2Bfirst%2Bnational%2Bbank%2BHamilton](https://dp.la/item/eec5677b476cb4861669a64f9ed39638?back_uri=https%3A%2F%2Fdp.la%2Fsearch%3Futf8%3D%25E2%259C%2593%26q%3DThe%2Bfirst%2Bnational%2Bbank%2BHamilton) - Portrait of Alexander Hamilton
- d.) [https://dp.la/item/964e754313812a746995e29fe57e3e39?back\\_uri=https%3A%2F%2Fdp.la%2Fsearch%3Futf8%3D%25E2%259C%2593%26q%3Dthe%2Bwhiskey%2BRebellion](https://dp.la/item/964e754313812a746995e29fe57e3e39?back_uri=https%3A%2F%2Fdp.la%2Fsearch%3Futf8%3D%25E2%259C%2593%26q%3Dthe%2Bwhiskey%2BRebellion) - journal of the Whiske Rebellion expedition 1794 (primary source text)

**2.) Digital Hitory website** - <http://www.digitalhistory.uh.edu/era.cfm?eraID=4&smtID=1> - link to various lessons and sources on Launching the New Government/The Early Republic including:

- a.) [http://www.digitalhistory.uh.edu/disp\\_textbook.cfm?smtID=3&psid=3956](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=3956) - The Jay Treaty (documents)
- b.) [http://www.digitalhistory.uh.edu/disp\\_textbook.cfm?smtID=3&psid=195](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=195) - "Jay's Treaty" by James Monroe (primary source document)
- c.) [http://www.digitalhistory.uh.edu/disp\\_textbook.cfm?smtID=3&psid=160](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=160) - Washington's Farewell Address (primary source document)
- d.) <http://www.digitalhistory.uh.edu/era.cfm?eraID=4&smtID=6> - Music of the Early Republic (music)

**3.) CK-12 Social Studies (Basic and Advanced Online Texts)** - <http://www.ck12.org/book/U.S.-History-Sourcebook-Basic/section/3.0/> link to various lessons and sources on Launching the New Government/The Early Republic including:

- a.) <http://www.ck12.org/book/U.S.-History-Sourcebook-Basic/section/3.8/> - Hamilton versus Jefferson (basic)
- b.) <http://www.ck12.org/book/U.S.-History-Sourcebook-Advanced/section/3.8/> - Hamilton versus Jefferson

(advanced)

**4.) ABC-clio.com** - <http://americanhistory.abc-clio.com/> link to various "topics" of the curriculum including on Launching the New Government/The Early Republic:

a.) <http://americanhistory.abc-clio.com/Topics/Display/1179183> - The First Presidency (lesson overview)

b.) <http://americanhistory.abc-clio.com/Topics/Display/1183571> - Political parties Emerge (lesson overview)

c.) <http://americanhistory.abc-clio.com/Topics/Display/1183580> - Hamilton and the Public Debt (lesson overview)

d.) <http://americanhistory.abc-clio.com/Search/Display/863432?terms=+Quasi-warn> - Quasi-War (photos and illustrations)

e.) <http://americanhistory.abc-clio.com/Search/Display/850860?terms=+Quasi-war> - XYZ Affair (reference article)

f.) <http://americanhistory.abc-clio.com/Search/Display/255267?terms=whiskey+rebellion> - Whiskey Rebellion Proclamation 1794 (Political, Government, and Court Documents)

**5.) Reading Like A Historian** - <http://sheg.stanford.edu/revolution-early-america> - link to various lessons and sources on the Launching the New Government/The Early Republic including:

a.) <http://sheg.stanford.edu/hamilton-jefferson> - Hamilton v Jefferson as a primary source (with essential questions)

**6.) Docsteach** - <https://www.docsteach.org/> - link to various lessons and sources on the Launching the New Government/The Early Republic including:

a.) <https://www.docsteach.org/activities/teacher/senators-pay-in-the-first-congress> - Pay in the First Congress

b.) <https://www.docsteach.org/activities/teacher/indian-nations-vs-settlers-on-the-american-frontier-1786%E2%80%931788> - Indian Nations vs Settlers on the American Frontier: 1786-1788

**7.) NJ Amistad Curriculum** - <http://www.njamistadcurriculum.net/history/unit/establishment-new-nation>

**8.) UMBC History Labs:** <http://www.umbc.edu/che/historylabs/labs.php>

## Interdisciplinary Connections

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|------------------|--|
| LA.RI.7.2        | Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.   |
| LA.RI.7.3        | Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).   |
| LA.RL.7.1        | Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.  |
| LA.RL.7.2        | Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.   |
| LA.RL.7.3        | Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).  |
| TECH.8.1.8       | Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. |
| TECH.8.1.8.A     | Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.   |
| TECH.8.1.8.A.1   | Demonstrate knowledge of a real world problem using digital tools.   |
| TECH.8.1.8.A.CS1 | Understand and use technology systems.   |
| TECH.8.1.8.A.CS2 | Select and use applications effectively and productively.  |
| TECH.8.1.8.B.CS1 | Apply existing knowledge to generate new ideas, products, or processes.  |