

# Unit 1: The Age of Democracy ("The Age of Jefferson") Grade 8

Content Area: **Social Studies**  
Course(s): **Generic Course**  
Time Period: **4 weeks**  
Length: **September**  
Status: **Published**

## Unit Overview

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*Students will be able to explain key events from and analyze the importance of the Jefferson Presidency.*

## Transfer

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Students will be able to independently use their learning of "The Age of Jefferson" to better understand how the nation moved from the early stages of a republic into a growing country that moved west.

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## Meaning

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## Understandings

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Students will understand that...

- Describe how Jefferson's presidency reflected a democratic style
- Understand the significance of the Louisiana Purchase
- Understand the causes of the War of 1812

## **Essential Questions**

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Students will keep considering...

- 1.) Was Jefferson a great president?
- 2.) Was the War of 1812 necessary?

## **Application of Knowledge and Skill**

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

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Students will know...

- 1.) how to describe Jefferson's democratic style as president
- 2.) how to list the actions Jefferson took to reduce the power of the federal government
- 3.) how Chief Justice John Marshall strengthened the Supreme Court
- 4.) how to explain why control of the Mississippi River was important to the United States
- 5.) how to describe how the United States purchased Louisiana
- 6.) how to list the results of the explorations of Lewis and Clark and Zebulon Pike
- 7.) how to list the benefits and risks of overseas trade
- 8.) how to describe how the British and French violated the neutrality of American ships
- 9.) how to explain why Jefferson decided to impose an embargo
- 10.) how to explain why conflicts between white settlers and Native Americans increased during the early 1800s
- 11.) how to identify the goal of Tecumseh's Native American confederation

12.) how to describe why the War Hawks pushed for war against Britain

13.) how to describe how the U.S. was not prepared for war.

14.) how to describe the progression of the War of 1812.

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

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Students will be skilled at...

recalling simple names, dates, and facts

sequencing events and creating time lines

recognizing main ideas

using symbols and symbolizing in maps and documents

integrating math and language arts into Social Studies lessons

specifying and predicting the reasoning and outcomes of decisions

investigating primary sources

experimenting with hypothetical situations and what-ifs

Problem solving using contextual experiences related to the unit

decision-making and choosing the best course of action for contemporaries of the time period and relating such to the present

### **Academic Vocabulary**

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Section 1: inauguration, precedent, Cabinet, Judiciary Act, national debt, bond, speculator, Bank of the United States, tariff

Section 2: Pinckney Treaty, Louisiana Purchase, expedition, continental divide

Section 3: tribute, impressment embargo, embargo, Embargo Act, smuggling, Nonintercourse Act,

Section 4: Treaty of Greenville, confederation, Battle of Tippecanoe, War Hawks, nationalism

Section 5: Battle of Lake Erie, Battle of New Orleans, Hartford Convention, Treaty of Ghent

## **Learning Goal 1**

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Students will be able to learn and comprehend the Age of Jefferson and Democracy and the effects that a Republican in office, the Louisiana Purchase, and the War of 1812 had on the era.

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.6.1.8.4	Expansion and Reform (1801-1861)
SOC.6.1.8.A	Civics, Government, and Human Rights
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.B	Geography, People, and the Environment
SOC.6.1.8.B.4.a	Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.
SOC.6.1.8.B.4.b	Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans.
SOC.6.3.8	Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

SOC.6.3.8.CS.A	Civics, Government, and Human Rights
SOC.6.3.8.CS1	Recognize the causes and effects of prejudice on individuals, groups, and society.
SOC.6.3.8.CS2	Recognize the value of cultural diversity, as well as the potential for misunderstanding.
SOC.6.3.8.CS3	Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes.
SOC.6.3.8.CS4	Listen open-mindedly to views contrary to their own.
SOC.6.3.8.CS5	Collaboratively develop and practice strategies for managing and resolving conflict.
SOC.6.3.8.CS6	Demonstrate understanding of democratic values and processes.
SOC.6.3.8.CS7	Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences.
SOC.6.3.8.CS8	Challenge unfair viewpoints and behaviors by taking action.
SOC.6.3.8.CS9	Make informed and reasoned decisions.
SOC.6.3.8.CS10	Accept decisions that are made for the common good.

### **Target 1**

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Students will be able to analyze the main goals of the first Democratic-Republican president.

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.3.g	Evaluate the impact of the Constitution and Bill of Rights on current day issues.

### **Target 2**

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Students will be able to assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.

SOC.6.1.8.B.4.a	Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.
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### **Target 3**

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Students will be able to map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans.

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SOC.6.1.8.B.4.b	Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans.
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### **Target 4**

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Students will be able to explain how the War of 1812 was impacted by the changes in America's relationships

with other nations by analyzing policies, treaties, tariffs, and agreements.

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 Goal**

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Students will be able to judge whether or not Thomas Jefferson was a great American President.

SOC.6.1.8.4	Expansion and Reform (1801-1861)
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.A.4.b	Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.
SOC.6.1.8.B	Geography, People, and the Environment
SOC.6.1.8.B.4.a	Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.
SOC.6.1.8.B.4.b	Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans.
SOC.6.1.8.C	Economics, Innovation, and Technology
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.
SOC.6.1.8.C.4.b	Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.
SOC.6.1.8.C.4.c	Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.
SOC.6.1.8.D	History, Culture, and Perspectives
SOC.6.1.8.D.4.a	Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.
SOC.6.1.8.D.4.b	Describe efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period.
SOC.6.1.8.D.4.c	Explain the growing resistance to slavery and New Jersey’s role in the Underground Railroad.
SOC.6.1.8.CS4	Expansion and Reform: Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.

### **Advanced Target 1**

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Students will be able to analyze the main goals of the first Democratic-Republican president.

SOC.6.1.8.A.3.a Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.

SOC.6.1.8.A.3.b	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
SOC.6.1.8.A.3.c	Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
SOC.6.1.8.A.3.d	Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.
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.3.g	Evaluate the impact of the Constitution and Bill of Rights on current day issues.
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.A.4.b	Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.

## **Advanced Target 2**

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Students will be able to evaluate the importance of the Louisiana Purchase and the Lewis & Clark expedition.

SOC.6.1.8.B.4.a	Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.
SOC.6.1.8.B.4.b	Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans.

## **Advanced Target 3**

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Students will be able to analyze Jefferson's plans to keep the United States out of the War of 1812.

## **Advanced Target 4**

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Students will be able to evaluate the main causes of the War of 1812.

## **Summative Assessment**

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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 #1: Analysis of a document in which a visitor to the White House describes Jefferson.

Monticello website

## Primary Sources:

- Jefferson inaugural
- Lewish and Clarke journal entires
- Henry Clay's speech defending war
- Star Spangled Banner

Reading Like A Historian: "Lewish and Clarke" <https://sheg.stanford.edu/lewis-clark>

Docs Teach: "Lewis and Clark's Expedition to the Complex West" <http://docsteach.org/activities/77/detail?mode=browse&menu=closed&era%5B%5D=expansion-and-reform&sortBy=title>

Reading Like A Historian: "The Louisiana Purchase" <https://sheg.stanford.edu/louisiana-purchase>

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

Common summative assessments via Linkit!.

## **21st Century Life & Careers**

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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.
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.

## **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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Google Expedition: Beg/Int/Adv questioning

Debate Presentation: Adv//R

Common Assessment: Adv reads/interprets independently/Gen Ed has assistance with reading/understanding text

Debate/Presentation: Adv/R

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 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.

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> - "Connect Students' Background Knowledge to Content in the ELL Classroom"

Social Studies Enrichment/Modifications Resources for **ELL Students**-  
<https://www.colorincolorado.org/resource-topic/content-resources-social-studies> - "Social studies Instruction to ELLs"

Social Studies Enrichment/Modifications Resources for **ELL Students**-  
<https://www.colorincolorado.org/resource-topic/content-resources-social-studies> - "Using Graphic Organizers with ELLs"

- guided notes
- modified assessments
- modified assignments
- student-generated research projects
- task-based assessments
- test corrections

## **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

## **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 the Age of Democracy/Age of Jefferson including:

a.) [https://dp.la/item/878a004176d6e60733894107456a08e6?back\\_uri=https%3A%2F%2Fdp.la%2Fsearch%3Futf8%3D%25E2%259C%2593%26q%3Djeffersonian%2Bdemocracy](https://dp.la/item/878a004176d6e60733894107456a08e6?back_uri=https%3A%2F%2Fdp.la%2Fsearch%3Futf8%3D%25E2%259C%2593%26q%3Djeffersonian%2Bdemocracy) - The Economic Origins of Jeffersonian Democracy (text)

b.) [https://dp.la/item/8152e9a96193341e0fa6fc2661bb9b7f?back\\_uri=https%3A%2F%2Fdp.la%2Fsearch%3Fpage\\_size%3D100%26q%3Dwar%2Bof%2B1812%26sort\\_by%3Dcreated%26sort\\_order%3Ddesc%26utf8%3D%25E2%259C%2593](https://dp.la/item/8152e9a96193341e0fa6fc2661bb9b7f?back_uri=https%3A%2F%2Fdp.la%2Fsearch%3Fpage_size%3D100%26q%3Dwar%2Bof%2B1812%26sort_by%3Dcreated%26sort_order%3Ddesc%26utf8%3D%25E2%259C%2593) - Campaign of 1812 (text War of 1812)

c.) [https://dp.la/item/0bd6de80d4a2bdf9a21dd0bd67fc5ce9?back\\_uri=https%3A%2F%2Fdp.la%2Fsearch%3Futf8%3D%25E2%259C%2593%26page\\_size%3D100%26sort\\_by%3Dcreated%26sort\\_order%3Ddesc%26q%3Dlewis%2Band%2Bclark%2Bexpedition](https://dp.la/item/0bd6de80d4a2bdf9a21dd0bd67fc5ce9?back_uri=https%3A%2F%2Fdp.la%2Fsearch%3Futf8%3D%25E2%259C%2593%26page_size%3D100%26sort_by%3Dcreated%26sort_order%3Ddesc%26q%3Dlewis%2Band%2Bclark%2Bexpedition) - Map of Lewis and Clark's track across the Western Portion of North America from the Mississippi to the Pacific, 1804-06. (image)

**2.) Digital History website** - <http://www.digitalhistory.uh.edu/era.cfm?eraID=4&smtID=1> - link to various lessons and sources on the Age of Democracy/Age of Jefferson including:

a.) [http://www.digitalhistory.uh.edu/disp\\_textbook.cfm?smtID=3&psid=208](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=208) - Slavery and Race in Jeffersonian America (documents)

b.) [http://www.digitalhistory.uh.edu/disp\\_textbook.cfm?smtID=3&psid=179](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=179) - The Jeffersonians in Power (documents)

c.) [http://www.digitalhistory.uh.edu/disp\\_textbook.cfm?smtID=3&psid=3937](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=3937) - The Louisiana Purchase

Treaty (documents)

d.) [http://www.digitalhistory.uh.edu/teachers/lesson\\_plans/pdfs/unit3\\_9.pdf](http://www.digitalhistory.uh.edu/teachers/lesson_plans/pdfs/unit3_9.pdf) - Jeffersonians in Office (lesson)

**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 the Age of Democracy/Age of Jefferson including:

a.) <http://www.ck12.org/book/U.S.-History-Sourcebook-Basic/section/3.9/> - The Louisiana Purchase (basic)

b.) <http://www.ck12.org/book/U.S.-History-Sourcebook-Basic/section/3.10/> - Lewis and Clark (advanced)

c.) <http://www.ck12.org/book/U.S.-History-Sourcebook-Advanced/section/3.9/> - The Louisiana Purchase (advanced)

d.) <http://www.ck12.org/book/U.S.-History-Sourcebook-Advanced/section/3.10/> - Lewis and Clark (advanced)

**4.) ABC-CLIO.com** - <http://americanhistory.abc-clio.com/> link to various "topics" of the curriculum including on the Age of Democracy/Age of Jefferson:

a.) <http://americanhistory.abc-clio.com/Topics/Display/1879605> - Jeffersonian Vision (lesson overview)

b.) <http://americanhistory.abc-clio.com/Topics/Display/1183913> - The Louisiana Purchase (lesson overview)

b.) <http://americanhistory.abc-clio.com/Topics/Display/1183585> - slavery (lesson overview)

c.) <http://americanhistory.abc-clio.com/Topics/Display/1183594> - The War of 1812 (lesson overview)

d.) <http://americanhistory.abc-clio.com/Topics/Display/1183615> - The Monroe Doctrine (lesson overview)

e.) <http://americanhistory.abc-clio.com/Search/Display/263234?terms=jeffersonian+democracy> - Jeffersonian Democracy (reference articles)

f.) <http://americanhistory.abc-clio.com/Search/Display/266024?terms=louisiana+Purchase> - The Louisiana Purchase (reference article)

g.) <http://americanhistory.abc-clio.com/Search/Display/287605?terms=war+of+1812> - Battalion of Free Men of Color 1812 (photos and illustrations)

**5.) Reading Like A Historian** - <http://sheg.stanford.edu/expansion-slavery> - link to various lessons and sources on the Age of Democracy/Age of Jefferson:

a.) <http://sheg.stanford.edu/louisiana-purchase> - The Louisiana Purchase as a primary source (with essential questions)

b.) <http://sheg.stanford.edu/lewis-clark> - Lewis and Clarke as a primary source (with essential questions)

**6.) Docsteach** - <https://www.docsteach.org/> - link to various lessons and sources on the Age of Democracy/Age of Jefferson:

a.) <https://www.docsteach.org/activities/teacher/lewis-clarks-expedition-to-the-complex-west> - Lewis and Clark's Expedition to the Complex West

b.) <https://www.docsteach.org/activities/teacher/lewis-and-clark-expedition-two-viewpoints> - Lewis and Clarke Expedition: Two Viewpoints

**7.) NJ Amistad Commission Curriculum** (free resource which requires login) - <http://www.njamistadcurriculum.net/history/unit/evolution-new-nation-state>

## **Interdisciplinary Connections**

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LA.W.8.1	Write arguments to support claims with clear reasons and relevant evidence.
LA.W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
LA.W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
LA.W.8.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.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.
LA.W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
LA.W.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.
LA.W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.W.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.