Unit 3: The Age of Jackson ("The Jacksonian Era") Grade 8

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

Unit Overview

Students will be able to learn about The Jacksonian Era, including a new era of politics, Jacksonian Democracy, and its impact on Native Americans.

Transfer

Students will be able to independently use their learning of the "The Jacksonian Era" to further enrich their understanding of how Jacksonian Democracy transformed the American political landscape forever and had long lasting social impacts as well.

Meaning

Understandings

Students will understand that...

1.) Andrew Jackson's victory in the presidential election signaled the birth of a democratic spirit that brought both political and social change to the nation.

2.) Jackson was criticized for introducing the spoils system while serving as president. During his eight year administration, Jackson was successful at closing the Bank of the United States.

3.) Jackson supported states in their attempts to relocate Native Americans.

Essential Questions

Students will keep considering...

1.) Was Jackson the hero of the common man?

2.) What policies of Jackson would you have supported and why? Which would you have opposed. Please support your answers with details and examples.

3.) How do you feel Jackson's support of Indian relocation would have gone over today?

Application of Knowledge and Skill

Students will know...

Students will know...

1.) how more citizens gained suffrage in the 1820s.

2.) the dispute over the 1824 election.

3.) why President Adams was unpopular.

4.) the new political parties.

5.) the qualities that helped Andrew Jackson succeed.

6.) the spoils system.

7.) why President Jackson fought the Bank of the United States.

8.) how the tariff crisis led to the Nullification Act.

9.) why Native Americans were forced off their land.

10.) the economic problems Martin Van Buren faced.

11.) how to describe the campaigns of the 1840s.

Students will be skilled at...

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

suffrage, Whigs, caucus, spoils system, "kitchen cabinet," states' rights, nullification, Indian Removal Act, depression, mudslinging

Learning Goal

Students will be able to learn about The Jacksonian Era, including the impact of Jacksonian Democracy, and its impact on Native Americans.

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	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
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.A.4.c	Assess the extent to which voting rights were expanded during the Jacksonian period.
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.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.c	Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.
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

Students will be able to assess the extent to which voting rights were expanded during the Jacksonian period.

SOC.6.1.8.A.4.c	Assess the extent to which voting rights were expanded during the Jacksonian period.

Target 2

Students will be able to 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.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 3

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

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 Learning Goal

Students will be able to judge whether or not Andrew Jackson was a hero of the common man.

Advanced Target 1

Students will be able to Compare and contrast the Elections of 1824 and 1828.

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.

Advanced Target 2

Students will be able judge Andrew Jackson's views on the National Bank.

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.

Advanced Target 3

Students will be able compare and contrast Andrew Jackson's policies in the Nullification Crisis and Trail of Tears.

Summative Assessment

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:

Analyze Jackson's strengths and weaknesses as President

Create a political cartoon which goes along the essential question "Was Jackson the hero of the common man?"

Reading Like A Historian: "Indian Removal" https://sheg.stanford.edu/indian-removal

Docs Teach: "U.S. v Amistad: A Case of Jurisdiction" http://docsteach.org/activities/4951/detail?mode=browse&menu=closed&era%5B%5D=expansion-and-reform&sortBy=title

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

Common summative assessments will be devised by the 8th grade social studies teachers during common planning time.

Primary Sources Used in this Unit:

-Political cartoon

-Jackson's Bank War speech

-Jackson's campaign song

-Webster-Hane debate

- Any description of the Trail of Tears

21st Century Life & Careers

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

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

Teacher observation

cooperative learning opportunities

guided practice

classroom centers

altlas/geography activities

primary source examination

essential question writing

Accommodations/Modifications

Political cartoon analysis (R/Adv)

Graphic organizer analysis of Jackson's presidency

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 for the needs of specific students. Regular planning with Inclusion Instructors to best implement these specific practices will take place throughout the academic school year.

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

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

Advanced Class Modifications

Unit Resources
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

1.) Digital Public Library of America - https://dp.la/ - link to DPLA home search engine for various lessons and sources on the Age of Jackson/ "The Jacksonian Era" including:

a.)
 https://dp.la/item/36bf50295c86dc945bb6d9ae25ec81b6?back_uri=https%3A%2F%2Fdp.la%2Fsearch%3Futf8%3D%25E2%259C%2593%26q%3Dandrew%2Bjackson - Andrew Jackson (text)

b.)
 https://dp.la/item/4113e620e7a134968fbb686f1488000b?back_uri=https%3A%2F%2Fdp.la%2Fsearch%3Futf8%3D%25E2%259C%2593%26q%3Dandrew%2Bjackson - Andrew Jackson (image)

c.)
https://dp.la/item/ac04843058a6215686943bdf9e788d31?back_uri=https%3A%2F%2Fdp.la%2Fsearch%3Futf8%3D%25E2%259C%2593%26q%3Dindian%2Bremoval - Removal of the Cherokee Indians (text)

2.) Digital History website - http://www.digitalhistory.uh.edu/era.cfm?eraID=5&smtID=11 - link to various lessons and sources on the Age of Jackson/ "The Jacksonian Era" including:

a.) http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=304 - From Anti-Slavery to Women's Rights (documents)

b.) http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=676 - Jackson's Rationale for Removal (documents)

c.) http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=321 - The Rise of the Second Party System (documents)

d.) http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=11&psid=3801 - Jacksonian Democracy (lesson)

e.) http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=11&psid=3802 - Indian Removal (lesson) interpreting primary sources

f.) http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=11&psid=3803 - Political Battles of the Jacksonian Era (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 Jackson/ "The Jacksonian Era" including:

a.) http://www.ck12.org/book/U.S.-History-Sourcebook-Basic/section/4.1/ - The Trail of Tears (basic)

b.) http://www.ck12.org/book/U.S.-History-Sourcebook-Advanced/section/4.1/ - The Trail of Tears (advanced)

4.) ABC-clio.com - http://americanhistory.abc-clio.com/ link to various "topics" of the curriculum including on the Age of Jackson/ "The Jacksonian Era" including:

a.) http://americanhistory.abc-clio.com/Search/Display/1184049?terms=andrew+jackson - Andrew Jackson: Man of the People (reference articles)

b.) hhttp://americanhistory.abc-clio.com/Search/Display/254462?terms=andrew+jackson - Andrew Jackson Annual Message 1829 (speeches) (audio)

c.) http://americanhistory.abc-clio.com/Search/Display/264389?terms=andrew+jackson - Andrew Jackson Quote on Taxation (quotes)

5.) Reading Like A Historian - http://sheg.stanford.edu/expansion-slavery - link to various lessons and sources on the Age of Jackson/ "The Jacksonian Era" including:

a.) http://sheg.stanford.edu/indian-removal - Indian Removal as a primary source (with essential questions)

6.) Docsteach - https://www.docsteach.org/   - link to various lessons and sources on the Age of Jackson/ "The Jacksonian Era" including:

a.) https://www.docsteach.org/activities/teacher/us-v-amistad-a-case-of-jurisdiction - U.S. v Amistad: A Case of Jurisdiction

b.) https://www.docsteach.org/activities/teacher/the-nullification-crisis-and-andrew-jackson - The Nullification Crisis and Andrew Jackson

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

Interdisciplinary Connections

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.8.4	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.8.8	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.
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.