

# Unit 4: Early Republic

Content Area: **Template**  
Course(s):  
Time Period: **Full Year**  
Length: **1**  
Status: **Published**

## Unit 4: Early Republic (1789-1824)

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### Essential Skills

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- Compare and Contrast: identifying similarities and differences between two or more like things
- Empathy: understanding and sharing the thoughts and feelings with people from the past
- Evaluate: taking a stance and supporting it with evidence
- Explain: breaking down a complex task into understandable terms and concepts
- Geographic Literacy: reading and interpreting maps to analyze and explain concepts
- Historical Reasoning: apply and recognize historical patterns in the modern world

### Essential Questions

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- How do you create a new identity?

### Standards

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SOC.6.1.12.CivicsPI.2.b	Examine the emergence of early political parties and their views on centralized government and foreign affairs and compare these positions with those of today's political parties.
SOC.6.1.12.EconEM.2.b	Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues.
SOC.6.1.12.HistoryCA.2.a	Research multiple perspectives to explain the struggle to create an American identity.
SOC.6.1.12.HistoryCA.3.a	Use evidence to demonstrate how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).

### Learning Objectives

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- Compare and contrast the arguments of the Federalists and Democratic-Republicans during the Early Republic
- Describe George Washington's foreign policy as president
- Describe John Adams's foreign policy as president

- Describe the impact of the Embargo Act
- Explain how American nationalism impacted America and its culture
- Explain the contents and purpose of the Missouri Compromise
- Explain Washington's key messages in his Farewell Address
- Explain why Alexander Hamilton's economic plan was accepted by both political parties
- Explain why many Americans wanted to go to war against Great Britain in 1812
- Explain why Thomas Jefferson pushed for the Louisiana Purchase

## **Instructional Tasks/Activities**

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- Checks for comprehension
- Ducksters
- Guided Notes
- Lewis & Clark Timeline Activity
- Make up previous work
- McGraw Hill textbook readings, Chapter 4
- McGraw Inquiry: Monroe Doctrine
- Modified DBQ from DBQ Online
- Oral check for previous lesson understanding
- Practice Test
- Primary Source Analysis: Washington's Farewell Address
- Symbols of Nationalism Research Project
- Thomas Jefferson Political Cartoon Analysis
- Video lesson review sheet

## **Accommodations/Modifications/Differentiation**

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## **Modifications/Accommodations**

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## **Resources**

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- Appropriately stimulating and educative multimedia (e.g., YouTube)
- DBQ Online
- Gimkit
- Internet research

- Primary Source Collection: Voices of Freedom: A Documentary History by Eric Foner, Vol. 1-2, 6th Edition, ISBN: 978039369612 (vol. 1) / 978039369629 (vol. 2)
- Primary Sources, as mentioned in the McGraw Hill textbook
- Reading level appropriate online text
- Teacher-made PowerPoints
- Textbook: McGraw Hill United States History ISBN: 978-0-07-902313-1

## **Assessment Procedure**

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- Test