US I- Unit 5

Content Area: **Social Studies**
Course(s):
Time Period: **MP2**
Length: **2 Weeks**
Status: **Published**

Targeted Standards

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.
6.1.12.CivicsPR.2.a	Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today.

Rationale & Transfer Goals

The main focus of this unit is an analysis of early leadership in the United States. Through studying the leadership style of Washington, Adams, Hamilton, and Jefferson, students will develop an understanding of effective and ineffective traits of a leader which they can then apply to the current political climate.

Enduring Understandings - What are the most essential conclusions that students should be guided towards throughout this unit?

Debates about individual rights, states' rights, and federal power shaped the development of the political institutions and practices of the new Republic.

Essential Questions - What are the questions that will guide critical thinking about the content in this unit? Essential Questions should be thought starters toward the enduring understandings.

What problem-solving strategies can leaders use to manage conflict and change?

What qualities make one a good leader?

How has the constitution worked (and failed) in real situations?

Content/Objectives

Content - What students will know

- National Debt
- Loose v Strict Construction
- Bank of the United States
- Neutrality
- Political Parties
- Federalist
- Democratic-Republican
- Alien & Sedition Acts
- Judicial Review
- Washington
- Adams
- Jefferson
- Hamilton
- Sacagawea
- Lewis & Clark
- John Marshall
- French Revolution
- Battle of Fallen Timbers
- Whiskey Rebellion
- Louisiana Purchase
- Judiciary Act of 1789
- Jay's Treaty
- Pinckney's Treaty
- Treaty of Greenville
- Kentucky & Virginia Resolutions
- Marbury v Madison

Skills - What students will be able to do

- Compare and contrast leadership styles and principles
- Compare and contrast early political parties
- compare the actions of early leadership to the principles of the constitution
- Compare Jay's Treaty & Pinckney's Treaty
- Assess the effects of the Judiciary Act of 1789 and Marbury v Madison
- Evaluate the principles behind the Kentucky and Virginia Resolutions
- Evaluate the effect of the Treaty of Greenville on Native populations in the Northwest Territory
- Compare and contrast the lives of free blacks in the North and enslaved populations in the South

Instructional Activites

Evidence (Assessments) - How we know students have learned

- Jefferson v. Hamilton Essay
- Louisiana Purchase debate
- Mock Election Activity & debriefing
- Leader Character Collages

Assessments

Activities/Strategies - How we teach content and skills

- Leadership and political parties graphic organizers: Compare/Contrast
- Case study examinations
- Character collages
- Mock election
- Leadership Debates
- Annotating primary sources: Jefferson & Hamilton; Washington's farewell address
- Primary source analysis: Free Blacks v Enslaved communities

Spiraling for Mastery - Where does this unit spiral back to other units or previous years?

Content or Skill for this Unit

Primary Source Evaluation

Citing evidence in text

Geography

Spiral Focus from Previous Unit

Annotating the Constitution, The Federalist Papers, and the Antifederalist Papers

Graphic organizer for constitutional case studies and scenarios

Mapping battles of the revolution

Instructional Activity

Annotating letters from Jefferson & Hamilton

Finding evidence in primary and secondary sources

Mapping the Northwest Territory and Native populations

21st Century Skills - What are the 21st Century Skills that are a part of this unit?

9.4.2.IML.2: Represent data in a visual format to tell a story about the data

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and pov

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect

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

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

Key Resources

HMH United States History unit 7 lessons 1-5

sheg.stanford.edu

Louisiana Purchase 1803

Crash Course Black American History: The Fugitive Slave Law 1793

Crash Course Black American History: The Louisiana Rebellion of 1811

Animated Map of Westward Expansion

PBS Learning Media: Westward Expansion

Interdisciplinary Connections - How does this content impact the following groups

LGBTQ

Hispanic

African American

Free black communities v slave communities

Women

Martha Washington, Republican Motherhood, Phillis Wheatley