Civics April Ch. 9 Launching the New Government 1789-1800

Content Area: **Social Studies**
Course(s):
Time Period: **April**
Length: **3-4 weeks**
Status: **Published**

Unit Overview

In 1789, the new Unites States government was in the beginning process of stabilizing. This chapter is the study of the process and the people involved in this new democracy.

Enduring Understandings

There was much work to be done to establish a viable form of government in the newly established United States of America.

The forefathers of this country faced many problems and challenges in making the right decisions for governance.

Essential Questions

Who were the founding fathers of the newly established United States of America government?

What steps did they take to ensure a lasting form of governance?

What problems and challenges did they face, and how did they resolve them?

Instructional Strategies & Learning Activities

Objectives:

- Analyze the steps Washington took to make the new government work
- Analyze Hamilton's plan to reduce the nation's debt and rebuild the economy
- Identify and differentiate the causes and effects of the Whiskey Rebellion
- Analyze and interpret a map
- Play a game to gain better understanding
- Research the president's cabinet
- Analyze a primary source document
- Compare and contrast the significance of Washington's Rules of Civility in his time versus today
- Create rules of etiquette similar to Washington's Rules of Civility that are appropriate today

- Present rules of etiquette
- Practice note-taking skills
- Analyze how American opinion was divided over the French Revolution
- Interpret why Washington wanted the nation to remain neutral in foreign affairs
- Determine why it was difficult for the United States to remain neutral
- Respond to critical thinking questions
- Analyze why many Americans distrusted the idea of political parties
- Contrast the views of Hamilton and Jefferson
- Represent the key positions of the Federalists and Democratic Republicans in a debate, taking on the roles of Alexander Hamilton and Thomas Jefferson
- Deliver oral presentations that include important ideas, concepts, and direct quotations that paraphrase and summarize the relevant perspective on the topic
- Analyze why political parties developed
- Interpret how the election of 1796 increased political tensions
- Contrast the differences between the Federalists and Democratic Republicans
- Create a T-chart
- Demonstrate knowledge of how political parties emerged
- Identify characteristics of greatness
- Create a list of characteristics required for a great president
- Analyze how John Adams handled the conflict with France
- Determine why the Federalist party split
- Analyze how the Alien and Sedition Acts raised the issue of the rights of states
- Understand the role Congress played in the election of 1800
- Analyze a political cartoon
- Demonstrate knowledge of the second president
- View a documentary to gain better understanding
- Demonstrate knowledge of 1789-1800: Washington takes office, creating a foreign policy, political parties emerge, the second president

Day 1

Procedure:

1. Chapter 11 TCI preview activity (Lesson Guide page 153): introduce "Hail, Columbia" (song sung at George Washington's inauguration). (CD track 1) Students read lyrics as they listen, then *write down 3 adjectives to describe the song's mood*. Respond to: *How do you think Washington swearing in as president united the country?*

2. Review homework: Cornell notes for p. 278-279

3. Building on student knowledge of the precedent George Washington set when he created the first presidential cabinet *"Why did Washington choose Alexander Hamilton and Thomas Jefferson as Cabinet members?"*, distribute NYTimes Learning Network "All the President's Men and Women" sheet. Explain directions and in pairs students match the Executive branch department descriptions to their titles and then share answers.

Homework: finish "All the President's Men and Women"

Day 2

Procedure:

1. Review homework: "All the President's Men and Women". View Cabinet video on whitehouse.gov. "Inside the White House Cabinet"

2. Distribute "Identifying the President's Cabinet." Research using www.whitehouse.gov Students will research each department, cabinet member name, and qualifications for the job.

Homework: finish "Identifying the President's Cabinet"

Day 3

Procedure:

1. Review homework: Identifying the President's Cabinet

1. Distribute "The Cabinet Report Card". Students complete. Pair/share responses.

Homework: finish 9.1 Cornell notes, pages 280-282

Day 4

Procedure:

1. Using 9.1 Cornell notes, complete 9.1 Reading and Review with a partner and then whole class share answers.

2. In pairs, analyze population trends and complete Map Mystery; review answers

Homework: study for 9.1 quiz

Day 5

Procedure:

1. Complete 9.1 quiz

2. In pairs, complete Connect with Geography: analyze how geography determined the location of the nation's new capital

3. Students watch c-spanclassroom.org/Teachable. George Washington vignette (3:32 mins.)

Homework: none

Day 6

Procedure:
1. Classroom Activity: The Proper Gentleman: George Washington and "The Rules of Civility" (see attached lesson plan).

Homework: write 15 of your own "Rules of Civility" that are appropriate today which will be put on display in the hallway. Students may use 5 of George Washington's rules if they believe they are still important today.

Day 7

Procedure:

1. Share homework: Student "Rules of Civility" and hang in hallway.

2. Complete Deeper Coverage C12 TCI p. 167 in Lesson Guide. Prior to reading 9.2, have students debate how President Washington should respond to war between France and Great Britain in 1793. Give students a brief background of the situation. Then have them prepare their recommendations and facilitate a foreign policy meeting to debate the following dilemma and options. (See p. 167 for Dilemma and Options).

2. Read 9.2, Creating a Foreign Policy, and then complete section assessment questions on p. 286 #1-5.

Homework: finish 9.2 assessment questions

Day 8

Procedure:

1. review homework: p. 286 #1-5

2. Complete 9.2 warm up

3. Read aloud excerpt from George Washington's Farewell Address on p. 588 and orally respond to Analyzing Primary Sources questions #1 and 2.

Homework: none

Day 9

Procedure:

1. Students will respond to the following prompts on the Google Classroom page:

Do Washington's views on political parties hold true today? (Yes, party loyalties often divide people and interfere with the country's best interests.)

Do Washington's views on relations with Europe hold true today? (No, today, the U.S. and European countries are closely linked by economic, political, and military agreements.)

Share responses.

2. View Music for History Lovers: French Revolution (Lady Gaga song).

3. Distribute DBQ 5: What Challenges did George Washington Face as President? Start analyzing the primary source documents and respond to the critical thinking questions.

Homework: finish DBQ primary source document analysis

Day 10

Procedure:

1. review homework: DBQ primary source document analysis

2. read 9.3 and start writing Cornell notes

Homework: finish 9.3 Cornell notes

Day 11

Procedure:

1. Talk It Out Debate from History Alive, chapter 11, page 139, Lesson Masters (TCI).

1. Using homework, 9.3 Cornells, in pairs students complete a T-chart describing how Jefferson and Hamilton differed in background, personality, and political views. Students will tell who they would have supported for office and why.

Homework: finish 9.3 T-Chart; study for 9.3 quiz

Day 12

Procedure:

1. Review T-Chart

2. Take 9.3 Quiz

3. Students brainstorm a list of characteristics they think a person would need in order to be a great president.

4. Ask students to use the list of characteristics needed to be a great president to judge George Washington's presidency. Remind students that John Adams was Washington's Vice President and had his own political reputation before he was elected president. After reading 9.4, students will identify the characteristics of greatness Adams displayed.

5. Begin reading 9.4 and take Cornell Notes

Homework: finish 9.4 Cornell Notes

Day 13

Procedure:

1. Warm Up: Tell students they are now foreign policy advisers to President Adams. Project Visual 12B: President Adam's Foreign Policy Dilemma (TCI) and review the dilemma and foreign policy options. Instruct groups to prepare arguments in support of one option and arguments in opposition to the other options. Then tell groups to choose and prepare a spokesperson to present their group's recommendation to the president. Share recommendations to the President (teacher).

2. Review and discuss homework 9.4 Cornell Notes

3. Display and discuss XYZ Affair transparency

4. View: http://www.schooltube.com/video/5ad4d715b6004b4992c5/

Video of the XYZ Affair

5. Analyze political cartoon on p. 292 of the XYZ Affair and respond to Political Cartoon Skills questions #1-3.

Homework: finish p. 292 #1-3; Study for tomorrow's 9.4 quiz

Day 14

Procedure:

1. Review HW if not done day before.

2. Complete 9.4 quiz and review.

3. Review study skills to prepare students for tomorrow's test.

4. Share duel (Hamilton/Burr) article from Star Ledger. Go over Alexander Hamilton duel article. Mr. Baldwin will come in to "shoot" Alexander Hamilton.

5. Begin watching *John Adams*, if time allows.

Homework: Study for C9 test tomorrow

Day 15

Procedure:

1. Complete C9 Assessment.

Homework: none

Day 16-20

Procedure:

1.View *John Adams* Documentary

Homework: Read 10.1 and write Cornell Notes

Integration of Career Readiness, Life Literacies and Key Skills

9.4.8.CI	Creativity and Innovation
9.2.8.CAP	Career Awareness and Planning
	An individual's strengths, lifestyle goals, choices, and interests affect employment and income.
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.4.8.CT	Critical Thinking and Problem-solving
	An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.
9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
9.4.8.DC	Digital Citizenship

	Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.
9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
9.4.8.GCA	Global and Cultural Awareness
	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML	Information and Media Literacy
	Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
9.4.8.TL	Technology Literacy
	Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.
9.4.8.TL.1	Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making.

Technology and Design Integration

Google Classroom

ICivics

schooltube.com

TCI.com

whitehouse.gov

New York Times Learning network- Cabinet research

music for history lovers.com

HBO John Adams documentary

Star Ledger.com

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.

Interdisciplinary Connections

CCSS.ELA-Literacy.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.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).
CCSS.ELA-Literacy.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
CCSS.ELA-Literacy.RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
CCSS.ELA-Literacy.WHST.6-8.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
CCSS.ELA-Literacy.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
CCSS.ELA-Literacy.RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
CCSS.ELA-Literacy.RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
CCSS.ELA-Literacy.RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.
	Production and Distribution of Writing
CCSS.ELA-Literacy.RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.WHST.6-8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
CCSS.ELA-Literacy.RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
CCSS.ELA-Literacy.RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
CCSS.ELA-Literacy.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCSS.ELA-Literacy.W.8.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CCSS.ELA-Literacy.SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CCSS.ELA-Literacy.SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
CCSS.ELA-Literacy.SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- **Definitions of Differentiation Components**:
    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Learners with Special Needs

Give Students Talk-It-Out Prompts The day before the activity, assign students a role and give them a copy of Information Master B. Instruct students to prepare possible responses to each set of prompts on an index card, and allow them to use the cards during the debate.

Advanced Learners

Write a Dialogue In place of the Processing activity, have students write a dialogue that might have occurred between Alexander Hamilton and Thomas Jefferson. The dialogue should revolve around this question: *What is your vision for the nation?* Require students to highlight four differences between Federalists and Republicans and to incorporate all of the Key Content Terms in their dialogue. In addition, require them to

include two quotations from both Hamilton and Jefferson (from the lesson or from other sources).

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.
Modifications and Accommodations used in this unit:

Follow IEP requirements.

Cornell Notes template

Study guide provided

Modified test/quizzes, as needed

Read aloud tests

Check agenda

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.
Schoolwide Benchmark assessments:
Aimsweb benchmarks 3X a year
Linkit Benchmarks 3X a year
Additional Benchmarks used in this unit:

debate

primary source documents analysis

quizzes

Cornell Note summaries

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).
Formative Assessments used in this unit:

Discussion

Cornell notes

Worksheets

one on one conferences

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.
Summative assessments for this unit:

Final assessment

Instructional Materials

Materials: *The American Nation* text; *History Alive* Text,9.1 Guided Reading and Review; Map Mystery; Connecting with Geography; 9.1 quiz; NYTimes Learning Network "All the President's Men and Women"; Identifying the President's Cabinet; Whitehouse.gov; Teacher Guide: The Proper Gentleman: George Washington and his Rules of Civility (www.georgewashington.si.edu/kids/activity5.html); Inside the White House: the Cabinet on whitehouse.gov (5:48 mins.); CSPAN: c-spanclassroom.org/Teachable=George Washington vignette (3:32 mins.); George Washington's Farewell Address in text; 9.2 Warm Up prompt;

Music for History Lovers: French Revolution (Lady Gaga song);Cabinet Report Card; Hamilton/Jefferson T-chart; 9.3 quiz; DBQ 5: What Challenges did George Washington Face as President?; XYZ affair political cartoon (p. 292); Alexander Hamilton dual article from the Star Ledger; 9.4 quiz; Ch. 9 test, Google Classroom, Surface Pro 2; John Adams documentary; chapter 9 assessment

Standards

	Political and civil institutions impact all aspects of people's lives.
6.1.8.CivicsPI.3.a	Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution.
6.1.8.CivicsPI.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.
6.1.8.CivicsPI.3.c	Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.
	Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions.
6.1.8.CivicsDP.3.a	Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.
	Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.
6.1.8.CivicsHR.3.a	Explain how and why constitutional civil liberties were impacted by acts of government during the Early Republic (i.e., Alien and Sedition Acts).
6.1.8.EconET.3.a	Identify the effect of inflation and debt on the American people and evaluate the policies of state and national governments during this time.
6.1.8.HistoryCC.3.b	Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.
	Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
6.1.8.HistoryCC.3.c	Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory.
6.1.8.HistorySE.3.a	Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy.
6.1.8.EconET.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.
6.1.8.HistoryCC.4.a	Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
6.3.8.CivicsDP.3	Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.
6.3.8.CivicsPR.2	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.
6.3.8.CivicsPR.3	Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).
6.3.8.CivicsPR.5	Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.
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.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.
SOC.6.1.8.D.2.a	Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.