Amis. Civics Sept. Ch. 12 The Age of Jackson

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

Unit Overview

Objectives:

- Analyze how a text makes connections among and distinctions between individuals, ideas, or events
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts
- Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints
- Cite specific textual evidence to support analysis of primary and secondary sources
- 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
- Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies
- Integrate visual information with other information in print and digital texts
- Distinguish among fact, opinion, and reasoned judgment in a text
- Read and comprehend history/social studies texts in the grades 6-8 complexity band independently and proficiently
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- Draw evidence from informational texts to support analysis, reflection, and research
- Write routinely over extended time frames (time fro reflection and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences
- Engage effectively in a range of collaborative discussions with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly
- Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
- Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
- 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.
- Integrate multimedia and visual displays into presentations to clarify information, strengthen claims

and evidence, and add interest.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the information or explanation presented
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 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.
- 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.
- 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.
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- Spell correctly.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.
- Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed
- Evaluate the effectiveness of the fundamental principles of the Constitution in establishing a federal government that allows for growth and change over time

- Summarize the effect of inflation and debt on the American people and the response of state and national governments
- Analyze the impact of George Washington as the first president of the United States
- Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war
- Assess the extent to which voting rights were expanded during the Jacksonian period
- Analyze the constitutionality of the dispute over the 1824 election
- Analyze the political ramifications of the loss of the Federalist party and gain of the Whig and Democratic parties, including mudslinging
- Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans (Indian Removal Act/Trail of Tears)
- 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.
- Connect the cause and effect of the tariff crisis and why it led to the Nullification Act
- Analyze the Panic of 1837 followed by the economic depression
- Analyze the spoils system
- Analyze political cartoons

Enduring Understandings

As the United States continued to grow through the age of Jackson, changes to the political environment, foreign policy, and economy were significant and impacted the native and immigrant people

Essential Questions

How did the migratory experience affect people?

How did the economy fare during this time of growth and change?

What significant events happened politically that have an affect on government today?

How is this point in our history significant?

Instructional Strategies & Learning Activities

Day 1

Procedure:

1. Students list the first 7 Presidents (now that JQA and AJax were elected in 12.1)

2. Complete the C14 Preview TCI History Alive

3. Pairs read C14 and complete the C14 reading notes in the online textbook. Remind students to save answers after each time typing. Demonstrate how to use the textbox feature.

Homework: finish C14 reading notes in online textbook

Day 2

Procedure:

1. Review C14 Reading Notes (14.2)

2. View video on Election of 1824 and the Corrupt Bargain after 14.2 "The People's Choice" and then view video on Election of 1828.

http://www.pbs.org/kcet/andrewjackson/video/

3. Complete C12 Map Mystery Prentice Hall and review

Homework: Finish C12 Map Mystery

Day 3 & 4

Procedure:

1. Review C12 Map Mystery, if not already done so.

2. Project Visual for 14.3 before reviewing answers. Discuss questions w (Visuals in TCI Presentation for C14).

3. Distribute the Act-It-Out Script for 14.3 and give students a few minutes to discuss. Then call up volunteers to (optional)

4. Continue projecting visuals for 14.4-14.7 in TCI Presentation before reviewing reading notes for each section.

5. There is another Trail of Tears Act-it-Out after 14.7 (optional)

Homework: Review C14 reading notes

Day 5-6

Procedure:

1. Distribute DBQ Packet: Was the Indian Removal Act Justified?

2. Tell students that they will be using this to participate in a Socratic Circle tomorrow during class which will be graded as as test score.

3. Distribute and discuss Socratic Circle Rubric. Tell them they need to bring this rubric for tomorrow's class. They will need to choose a side prior to the Socratic Circle and be sure to cite the documents in the discussion.

4. Students will also be writing a DBQ Essay after their Socratic Circle the following day. They will need to bring all necessary materials to class the following day including: DBQ packet, notes from Socratic Circle.

5. Students work to complete the packet using textual evidence in their responses.

SOCRATIC CIRCLE:

1. Collect rubrics; students orient desks into a circle.

2. Display Socratic Circle Participation Guidelines.

3. Students contribute to Socratic Circle.

DBQ ESSAY: (optional)

1. Students have the entire class period to write a DBQ essay answering the question: Was the Indian Removal Act justified?

2. Students should proofread work carefully before handing in.

Homework: finish DBQ packet and bring Socratic Circle rubric to class

Integration of 21st Career Readiness, Life Literacies and Key Skills

9.2.8.CAP	Career Awareness and Planning
9.4.8.CI	Creativity and Innovation
	An individual's strengths, lifestyle goals, choices, and interests affect employment and income.
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).

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).
	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.8	Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).
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.

Technology and Design Integration

Google Classroom

TCI.com

Pbs.org

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.6-8.7	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.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.
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.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
CCSS.ELA-Literacy.WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research.
CCSS.ELA-Literacy.WHST.6-8.10	Write routinely over extended time frames (time for 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.W.8.1	Write arguments to support claims with clear reasons and relevant evidence.
CCSS.ELA-Literacy.W.8.1.a	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
CCSS.ELA-Literacy.W.8.1.b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
CCSS.ELA-Literacy.W.8.1.c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-Literacy.W.8.1.d	Establish and maintain a formal style.
CCSS.ELA-Literacy.W.8.1.e	Provide a concluding statement or section that follows from and supports the argument presented.
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.8.1.a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CCSS.ELA-Literacy.SL.8.1.d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
CCSS.ELA-Literacy.SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
CCSS.ELA-Literacy.SL.8.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant

	evidence is introduced.
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.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
CCSS.ELA-Literacy.SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
CCSS.ELA-Literacy.L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
LA.8.CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
LA.8.CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.8.CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.8.CCSS.ELA-Literacy.CCRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LA.8.CCSS.ELA-Literacy.CCRA.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

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:

Differentiation /Modifications:

Learners with Special Needs

Cornell Notes template

Study guide provided

Modified test/quizzes, as needed

Read aloud tests

Check agenda

Advanced Learners

Modifications & Accommodations

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

IEP accommodations and see differentiation above.

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:

quiz

Cornell notes summaries

Document Based Assessment

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

Socratic Circles

See daily lesson plans

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:

DBQ Essay

Instructional Materials

Materials: *History Alive* Text, Chapter 12 Map Mystery; Socratic Circle materials, DBQ packet, C14 Reading Notes on TCI, Google Classroom, Surface Pro 2

Standards

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.
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.HistoryUP.3.b	Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.
6.1.8.HistoryUP.3.c	Analyze how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America from multiple perspectives.
6.1.8.CivicsDP.4.a	Research and prioritize the most significant events that led to the expansion of voting rights during the Jacksonian period.
6.1.8.GeoSV.4.a	Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans.
6.1.8.EconET.4.b	Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.
6.1.8.HistoryCC.4.c	Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.
6.3.8.CivicsPR.3	Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).
	Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.
6.3.8.CivicsHR.1	Construct an argument as to the source of human rights and how they are best protected.