# Civics April Ch. 10-The Age of Jefferson 1801-1816

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

## Unit Overview

**Objectives:**

- Describe how Jefferson's presidency reflected a democratic style
- Analyze the actions Jefferson took to reduce the power of the federal government
- Explain how Chief Justice John Marshall strengthened the Supreme Court
- Demonstrate knowledge of "A Republican Takes Office"
- Demonstrate note-taking skills
- Analyze why control of the Mississippi River was important to the United States
- Describe how the united states purchased Louisiana
- Analyze the results of the explorations of Lewis and Clark and of Zebulon Pike
- Map the Lewis and Clark expedition
- Analyze primary source documents
- View a documentary to gain better understanding
- Demonstrate knowledge of the Louisiana Purchase
- Analyze the benefits and risks of overseas trade
- Explain how the British and French violated the neutrality of American ships
- Analyze why Jefferson decided to impose an embargo
- display primary source documents and research current day piracy off the coast of Somalia
- synthesize data using a bar graph
- analyze Jefferson's lifetime achievements
- analyze why Jefferson chose only a few of his life's accomplishments to highlight his life's work on his tombstone
- write a personal epitaph
- demonstrate knowledge of the "Road to War"
- Explain why conflicts between white settlers and Native Americans increased during the early 1800s
- Describe the goal of Tecumseh's Native American confederation
- Analyze why the War Hawks pushed for war against Britain
- Draw a political cartoon
- Respond to critical thinking questions
- Analyze why the United States was unprepared early in the War of 1812
- List the successes Americans had in the West
- Describe the progression of the final battles of the war
- Explain why New Englanders protested against the war
- Complete graphic organizer
- Cite specific textual evidence to support analysis of primary and secondary sources
- Determine the central ideas of a primary source; provide an accurate summary of the source distinct from prior knowledge or opinions
- Identify key steps in a text's description of a process related to history
- Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies

- Describe how a text presents information
- Identify aspects of a text that reveal an author's point of view or purpose
- Integrate visual information with other information in print and digital texts
- Distinguish among fact, opinion, and reasoned judgment in a text
- Analyze the relationship between a primary and secondary source on the same topic
- Read and comprehend history/social studies texts in the grade 8 text complexity band independently and proficiently
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences
- Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details
- 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
- Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements
- Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States
- Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution

## Enduring Understandings

During 1801 through 1816, many changes in the United States government, geography, trade and foreign policy occurred and affected life at the time, and has relevance to today.

## Essential Questions

What changes occurred in the United States during the presidency of Thomas Jefferson, and how did they affect life for the people?

Why is studying this history relevant to today's world?

## Instructional Strategies & Learning Activities

***Day 1 (Google Expedition interruption)***

**Procedure:**

1. Review homework: 10.1 Cornell notes

2. Complete Thomas Jefferson's Viewpoints and pair/share

3. Complete Thomas Jefferson's First Inaugural Address primary source document analysis

**Homework:** finish primary source analysis and study for 10.1 quiz

***Day 2***

**Procedure:**

1. review homework: T. Jefferson First Inaugural Address primary source document analysis

2. Marbury vs. Madison skit

3. Complete 10.1 quiz

**Homework:** read 10.2 and write 10.2 Cornell notes

***Day 3***

**Procedure:**

1. Using 10.2 Cornell notes, complete 10.2 quiz

2. Create a Bill of Sale for the Louisiana Territory

3. Distribute "Mapping the Louisiana Purchase" map packet and explain guidelines and expectations. Tell students this will be graded as a quiz, and they have 2 nights to complete it.

**Homework:** Mapping the Louisiana Purchase activity due in 2 days

***Day 4***

**Procedure:**

1. Ask students to describe what they think of when they hear the term *New Orleans.* Write student responses on board. Using Google maps on SurfacePro, students view a physical map of the U.S. and ask why the country's leaders in the early 1800s would be interested in New Orleans.

2. Pair/share Bill of Sale

3. Review 10.2 and view map on p. 622

4. Create an ad for the Corps of Discovery

**Homework:** Mapping the Louisiana Purchase due tomorrow

***Day 5***

**Procedure:**

1. Students self-score Mapping the Louisiana Purchase (quiz)

2. Students view the documentary= History Channel: Louisiana Purchase (50 minutes)

**Homework:** none

***Day 6***

**Procedure:**
1. Finish watching History Channel: The Louisiana Purchase

2. Distribute Lewis and Clark Journals (primary source document) and review guidelines. Begin analyzing this primary source document.

**Homework:** finish Lewis and Clark Journals observation

***Day 7***

**Procedure:**

1. Review homework: Lewis and Clark Journals observation

2. Begin viewing documentary: National Geographic Lewis and Clark Great Journey West (40 minutes) and write notes on 10 learned facts

***Day 8***

**Procedure:**

1. Finish viewing National Geographic Lewis and Clark and writing notes

2. Discuss documentary/notes

3. Using Google Maps, students will locate North Africa. Explain to students that they will be reading about the Barbary States. Students will locate Tunisia, Libya, Algeria, and Morocco. Explain to student that these countries occupy the same general area in North Africa as the Barbary States.

**Homework:** Read 10.3 and write Cornell notes

***Day 9***

**Procedure:**

1. Using 10.3 Cornell notes, complete 10.3 not a quiz and review

2. Display photos of the current piracy issue off the coast of Somalia taken by teacher's Navy friend and discuss.

3. Show current day piracy clip from the film *Captain Phillips*.

***Day 10***

**Procedure:**

1. Visual 12c: President Jefferson's Foreign Policy Dilemma on TCI. Students will be provided with 4 different options to debate how Jefferson should proceed with the piracy in the Mediterranean Sea.

**Homework:** read 10.4 and write Cornell notes

***Day 11***

**Procedure:**

1. Synthesizing information: analyze bar graph information on p. 315 concerning U.S. Exports 1800-1812. Orally respond to Practice the Skill #1-4.

2. Review homework: 10.4 Cornell notes

**Homework: none**

***Day 12***

**Procedure:**

1. Take virtual tour of Monticello using Monticello.org website. Tour: northeast portico (#1), entrance hall (#2), parlor (#3), and bedchamber (#4)

2. see attached lesson plan: Thomas Jefferson Discovery Education

**Homework:** write epitaph to be displayed in hallway

***Day 13***

**Procedure:**

1. Complete geography skills on p. 317 #1-3: Indian Lands Lost by 1810

2. Analyze embargo political cartoon on p. 318 and respond to critical thinking questions #1-3

3. Complete 10.4 quiz

4. Draw a political cartoon: Students will draw a political cartoon that might have appeared in a War Hawk newspaper in 1812. Show students previously drawn political cartoons as examples. The cartoon should express one of the reasons you favor a declaration of war against Britain and must be in color. Use human figures to represent the U.S. and Britain.

**Homework:** finish political cartoon

***Day 14***

**Procedure:**

1. Share and display political cartoon homework

2. Distribute Congress Declares War on Britain graphic organizer and explain procedure (10.4 Graphic Organizer). Share answers.

**Homework:** read 10.5 and write Cornell notes

***Day 15***

**Procedure:**

1. Using 10.5 Cornell notes homework, complete Visual 12D: President Madison's Foreign Policy Dilemma from TCI text. Using four options, students will debate whether the United States should enter the War of 1812.

2. Using 10.5 Cornells, complete chart of the major battles of the War of 1812 in pairs. Students will then determine the biggest triumph and the worst defeat for the United States. Pair/share answers.

**Homework:** Ch. 10 Map Mystery: Jackson's Trap at New Orleans. Students will complete and share answers.

***Day 16***

**Procedure:**

1. review homework: Map Mystery

2. Project Visual 13: Flag at Fort McHenry and play CD track 5, The Star Spangled Banner. Ask students to stand while listening to song and encourage them to sing along. Respond to chapter 13 (in TCI text) preview questions and then pair/share. Explain to students that these lyrics were written by Francis Scott Key after the American victory at Fort McHenry during the War of 1812. Key's lyrics were printed in lyrics around the country and were soon set to music, eventually to become the nation's national anthem.

***Day 17***

**Procedure:**

1. Unit 4 Geography Challenge from TCI text. Students will read pages 202-203 in TCI text then use map and graph to complete the geography questions regarding growth and change in the United States 1789-1839.

**Homework:** study for chapter 10 test tomorrow

***Day 18***

**Procedure:**

1. Complete chapter 10 assessment

Homework: read 11.1 and respond to critical thinking questions at end of section (p. 335 #1-5)

## Integration of Career Readiness, Life Literacies and Key Skills

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| 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.4 | Explore the role of creativity and innovation in career pathways and industries. |
| 9.4.8.CT | Critical Thinking and Problem-solving |

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| 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. |
| | 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.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

Cornell note summaries

Google Classroom

ICivics

Thomas Jefferson Discovery Education

History Channel: Louisiana Purchase

National Geographic Lewis and Clark documentary

Google maps

Monticello.com

TCI.com

Captain Phillips online

HBO John Adams documentary

cspan-classroom.org

## Interdisciplinary Connections

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| 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.RH.6-8.6 | Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). |
| 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. |
| 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.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. |

## 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:**

**Special Needs Learners**

Learners with Special Education Needs

Reduce the Options for Each Dilemma Provide only two or three foreign policy options for each dilemma B to E. Make sure to retain the option that was actually pursued.

# Advanced Learners

Write a Eulogy Expand the Processing activity by having students write a eulogy for Thomas Jefferson and/or James Madison. The eulogy should include
• basic historical facts about the president's personal background.
• a response to this question: *To what extent should the president have been involved in world affairs?*
• at least one direct quotation from the president.

## Modifications & Accommodations

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

IEP accommodations

**Give Students Talk-It-Out Prompts**

**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:**

Cornell note summaries

Primary source document analysis

quizzes

tests

## 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

Assignments as listed in lesson plan.

## 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:**

Chapter test

## Instructional Materials

**Materials:** *The American Nation* text; *History Alive* Text, Chapter 10 Map Mystery; 10.1, 10.2, 10.3, 10.4 quizzes; Louisiana Purchase Mapping activing; Lewis and Clark Journals and Observation; History Channel: Louisiana Purchase documentary; National Geographic: Lewis and Clark-Journey West documentary; atlases; teacher's Navy piracy photos; Monticello.org virtual tour; political cartoon supplies; 10.4 Guided Reading and Review; Battles of 1812 Chart; Ch. 10 test, Google Classroom, Surface Pro 2

## Standards

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| 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. |
| 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. |

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| 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.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.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.a | Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements. |
| 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.CivicsPI.1 | Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve. |