

P..Cert. 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 21st Century Themes and Career Exploration

CRP.K-12.CRP2.1

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP.K-12.CRP11.1

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step

in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP.K-12.CRP1.1

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP.K-12.CRP4.1

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP.K-12.CRP12.1

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Technology 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

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

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

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

Cornell note summaries

Primary source document analysis

quizzes

tests

Formative Assessments

Discussion

Assignments as listed in lesson plan.

Summative Assessments

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 activity; 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

SOC.6.2.8.B.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
SOC.6.2.8.A.4.a	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
SOC.6.1.8.D.3.g	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.