

Unit 4: Launching the Early Republic & Jacksonian Era

| | | | | | |
|----------------|----------------|------------------|-------------|-----------------|--|
| Unit #: | APSDO-00022653 | Duration: | 6.0 Week(s) | Date(s): | |
|----------------|----------------|------------------|-------------|-----------------|--|

Team:
Donna Nestler-Rusack (Author), Elizabeth Sanborn, Lisa Cleveland, Stephen Greco, Eugene Macy

Grades:
8

Subjects:
Social Studies

Unit Focus

In this unit, students will understand the challenges leaders and the American people faced in the creation of our new republic. Students will examine the political, social and economic responses that early presidents took to strengthen the nation. The assessment for this unit includes a primary source analysis of Native American Removal. The primary instructional materials for this unit include *The American Nation* textbook, historical documents, secondary sources, graphic organizers, and maps.

Stage 1: Desired Results - Key Understandings

| Established Goals | Transfer | |
|--|--|--|
| <p>Common Core <i>History/Social Studies: 8</i></p> <ul style="list-style-type: none"> Cite specific textual evidence to support analysis of primary and secondary sources. <i>CCSS.ELA-LITERACY.RH.6-8.1</i> 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. <i>CCSS.ELA-LITERACY.RH.6-8.2</i> Identify aspects of a text that reveal an authors point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). <i>CCSS.ELA-</i> | <p>T1 (T3) Use textual evidence to form generalizations, make predictions and draw conclusions.</p> <p>T2 (T4) Communicate information and ideas based on purpose, task and intended audience using appropriate language.</p> <p>T3 (T5) Apply social studies concepts and content to make connections to a given situation, problem or challenge.</p> <p>T4 (T6) Evaluate how individuals and groups influence or change society.</p> | |
| | Meaning | |
| | Understandings | Essential Questions |
| | <p>U1 (U402) Movement of population depends upon availability of resources and perception of security.</p> <p>U2 (U500) Beliefs influence cultural practices and human behaviors.</p> | <p>Q1 (Q403) How and why do people justify their claims to land/territory?</p> <p>Q2 (Q800) What does injustice/inequality look like?</p> <p>Q3</p> |

| | | |
|---|--|---|
| <p><i>LITERACY.RH.6-8.6</i></p> <ul style="list-style-type: none"> • Distinguish among fact, opinion, and reasoned judgment in a text. <i>CCSS.ELA-LITERACY.RH.6-8.8</i> • Analyze the relationship between a primary and secondary source on the same topic. <i>CCSS.ELA-LITERACY.RH.6-8.9</i> • Draw evidence from informational texts to support analysis reflection, and research. <i>CCSS.ELA-LITERACY.WHST.6-8.9</i> | <p>U3 (U602) Cooperation: Conflict can be created in the struggle for resources, power and sovereignty.</p> <p>U4 (U703) Effective leaders have the ability to influence the direction of a group.</p> | <p>How do strong leaders influence the development of a nation?</p> |
| Acquisition of Knowledge and Skill | | |
| Knowledge | | Skills |
| <p>Connecticut Goals and Standards <i>Social Studies : 8</i></p> <ul style="list-style-type: none"> • Analyze connections among events and developments in historical contexts. <i>HIST.8.1</i> • Analyze multiple factors that influenced the perspectives of people during different historical eras. <i>HIST.8.3</i> • Explain how economic decisions affect the well-being of individuals, businesses and society. <i>ECO.8.1</i> • Explain multiple causes and effects of events and developments in the past. <i>HIST.8.9</i> • Gather relevant information from multiple sources while using the origin, authority, structure, context and corroborative value of the sources to guide the selection. <i>INQ.6-8.6</i> | <p>K1</p> <p>Washington set important precedents in establishing the new government and affirmed federal power</p> <p>K2</p> <p>Hamilton's financial plan aimed to reduce debt and build the economy</p> <p>K3</p> <p>Washington pursued neutrality in foreign affairs to avoid future entanglements</p> <p>K4</p> <p>Jefferson and Hamilton clashed over their views of government and the nation's future which resulted in the formation of the first political parties</p> <p>K5</p> <p>The Federalist party split during Adam's presidency as a result of disagreements over foreign policy, including the Alien and Sedition Acts</p> <p>K6</p> <p>The Elections of 1796 and 1800 shaped the formation of the two party system</p> | <p>S1</p> <p>Cite specific textual evidence from primary and secondary sources to support analysis</p> <p>S2</p> <p>Identify multiple perspectives of the same event, idea, or position and examine the rhetoric and details that lead to varying interpretations</p> <p>S3</p> <p>Gather and integrate relevant information from multiple sources (e.g., quantitative and qualitative information)</p> <p>S4</p> <p>Construct explanations using sound reasoning, appropriate sequence, and relevant details</p> |

K7

Jefferson took specific steps to reduce the power of the federal government

K8

The U.S. purchased the Louisiana territory resulted in the control of the Mississippi River basin

K9

The Lewis and Clark expedition expanded the knowledge of people, geography and resources of the Louisiana territory

K10

The U.S. response to violation of American neutrality by Britain and France was ineffective and led to the War of 1812

K11

A growing sense of nationalism resulted from the War of 1812

K12

The growing spirit of equality led to increased voting rights and changes in political parties affected the Elections of 1824 and 1828

K13

Andrew Jackson strengthened the powers of the presidency

K14

Native Americans were forced off their land as a result of economic and political forces