

Social Studies
U.S. History and Government-Academic
Unit 5: The Jeffersonian Era

Essential Understandings	<ul style="list-style-type: none">▪ The domestic policies of the Republicans in power caused political divisions in the early republic, including the War of 1812. This conflict had many lasting effects on the United States.
Essential Questions	<ul style="list-style-type: none">▪ To what degree was Jefferson's presidency the "Revolution of 1800?"▪ What forms of political dissension occurred in the era of Jefferson?▪ How did the Supreme Court act as a force for nationalism in this period?▪ What factors led to the decline of the first party system?▪ Why did the United States go to war with England in 1812?

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<p style="text-align: center;">Essential Knowledge</p>	<ul style="list-style-type: none"> ▪ The political parties of the Federalists and (Democratic) Republicans, and the candidates (John Adams, Charles Pinckney, Thomas Jefferson, and Aaron Burr) involved in the election of 1800 have great historical importance. ▪ The Judiciary Act of 1801, <i>Marbury v. Madison</i> (1803), the Judiciary Act of 1789, and the Supreme Court rulings of <i>McCulloch v. Maryland</i>, <i>Dartmouth College v. Woodward</i>, and <i>Gibbons v. Ogden</i> have influenced American judicial systems throughout history. ▪ The Louisiana Purchase changed the shape of America and American history. ▪ Napoleon and Toussaint L'Ouverture greatly affected the Louisiana Purchase. ▪ The travels of Lewis and Clark and Sacajawea opened the Louisiana Territory for settlement. ▪ Aaron Burr and Alexander Hamilton dueled to the death. ▪ The battle of Tippecanoe created the heroes of William Henry Harrison and Tecumseh to their respective peoples. ▪ The War of 1812 occurred regardless of the many attempts at peace, including the Berlin and Milan decrees, the Orders in Council, the Non-Intercourse Act, and Macon's Bill #2. ▪ The naval incidents of the <i>Chesapeake</i> and the <i>Leopard</i> and the institution of the Embargo Act (1807) led to war. ▪ The battle of Baltimore, including the burning the Capitol and White House as well as the Battle of New Orleans and the contributions of Andrew Jackson were the most important events of the War of 1812. ▪ The Treaty of Ghent merely returned relations between the US and Britain to their pre-war status. ▪ The Star Spangled Banner was written by Francis Scott Key during the war. ▪ Henry Clay's American System and the words and actions of John C. Calhoun highlighted the sectional difficulties arising in the nation. ▪ The Tariff of 1816 and the creation of the Bank of the US created economic controversies within the country. ▪ There were many significant advances in transportation infrastructure during this time period, including the Bonus Bill, the National Road, Robert Fulton's steamship the <i>Clermont</i>, and the creation of the Erie Canal.
<p style="text-align: center;">Vocabulary</p>	<p><u>Terms:</u></p> <ul style="list-style-type: none"> ○ conspiracy, impressments, embargo, nationalism, turnpike, locks

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<p style="text-align: center;">Essential Skills</p>	<ul style="list-style-type: none"> ▪ Read and interpret primary sources. ▪ Memorize required material. ▪ Label and memorize map locations. ▪ Complete expository writing with documents, readings, and on quizzes and tests. ▪ Apply note taking skills
<p style="text-align: center;">Related Maine Learning Results</p>	<p><u>Social Studies</u></p> <p>A. Applications of Social Studies Processes, Knowledge, and Skills</p> <p>A1.Researching and Developing Positions on Current Social Studies Issues</p> <p>Students research, develop, present, and defend positions on current social studies issues by developing and modifying research questions, and locating, selecting, evaluating, and synthesizing information from multiple and varied sources.</p> <ul style="list-style-type: none"> b. Select and apply research methods that are appropriate for the purpose of the inquiry. c. Make judgments about conflicting findings from different sources, incorporating those from sources that are valid and refuting others. d. Synthesize information from varied sources, fieldwork, experiments, and/or interviews that reflect multiple perspectives. e. Utilize media relevant to audience and purpose that extend and support oral, written, and visual communication. f. Create and present a coherent set of findings that integrate paraphrasing, quotations, and citations. g. Develop a clear well-supported position. h. Present and defend a well-supported position to a variety of audiences using a prescribed format. i. Select and use appropriate tools, methods, and sources from government, history, geography, economics, or related fields including ethical reasoning skills. j. Access and present information ethically and legally. <p>A2.Making Decisions Using Social Studies Knowledge and Skills</p> <p>Students make individual and collaborative decisions on matters related to social studies using relevant information and research, discussion, and ethical reasoning skills.</p> <ul style="list-style-type: none"> a. Develop individual and collaborative decisions/plans by considering multiple points of view, weighing pros and cons, building on the ideas of others, and sharing information in an attempt to sway the opinions of others.

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<p style="text-align: center;">Related Maine Learning Results</p>	<p>B. Civics and Government</p> <p>B1. Knowledge, Concepts, Themes, and Patterns of Civics/Government</p> <p>Students understand the ideals, purposes, principles, structures, and processes of constitutional government in the United States and in the American political system, as well as examples of other forms of government and political systems in the world.</p> <p>b. Evaluate current issues by applying democratic ideals and constitutional principles of government in the United States, including checks and balances, federalism, and consent of the governed as put forth in founding documents.</p> <p>c. Explain how and why democratic institutions and interpretations of democratic ideals and constitutional principles change over time.</p> <p>B2. Rights, Duties, Responsibilities, and Citizen Participation in Government</p> <p>Students understand the constitutional and legal rights, the civic duties and responsibilities, and roles of citizens in a constitutional democracy and the role of citizens living under other forms of government in the world.</p> <p>d. Compare the rights, duties, and responsibilities of United States citizens with those of citizens from other nations.</p> <p>e. Evaluate how people influence government and work for the common good including voting, writing to legislators, performing community service, and engaging in civil disobedience.</p> <p>B3. Individual, Cultural, International, and Global Connections in Civics and Government</p> <p>Students understand political and civic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native Americans.</p> <p>a. Analyze the constitutional, political, and civic aspects of historical and/or current issues that involve unity and diversity in Maine, the United States, and other nations</p>
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<p style="text-align: center;">Related Maine Learning Results</p>	<p>C. Economics</p> <p>C1.Economic Knowledge, Concept, Themes, and Patterns Students understand the principles and processes of personal economics, the role of markets, the economic system of the United States, and other economic systems in the world, and how economics serves to inform decisions in the present and future.</p> <p>b. Explain and analyze the role of financial institutions, the stock market, and government, including fiscal, monetary, and trade policies, in personal, business, and national economics.</p> <p>d. Identify and explain various economic indicators and how they represent and influence economic activity.</p> <p>C2.Individual, Cultural, International, and Global Connections in Economics Students understand economic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native American communities.</p> <p>a. Analyze the role of regional, international, and global organizations that are engaged in economic development.</p> <p>b. Compare a variety of economic systems and the economic development of Maine, the United States, and various regions of the world that are economically diverse.</p> <p>D. Geography</p> <p>D1.Geographic Knowledge, Concepts, Themes, and Patterns Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future.</p> <p>b. Describe the major regions of the Earth and their major physical, environmental, and cultural features using a variety of geographic tools.</p> <p>D2.Individual, Cultural, International, and Global Connections in Geography Students understand geographic aspects of unity and diversity in Maine, the United States, and the world, including Maine native American communities.</p> <p>b. Analyze the dynamic relationship between geographic features and various cultures, including the cultures of Maine and other Native Americans, various historical and recent immigrant groups in the United States, and other cultures in the world.</p>
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<p style="text-align: center;">Related Maine Learning Results</p>	<p>E. History</p> <p>E1. Historical Knowledge, Concepts, Themes, and patterns Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.</p> <ol style="list-style-type: none"> a. Explain that history includes the study of the past based on the examination of a variety of primary and secondary sources and how history can help one better understand and make informed decisions about the present and future. b. Analyze and critique major historical eras, major enduring themes, turning points, events, consequences, and people in the history of the United States and world and the implications for the present and future. c. Trace and critique the roots and evolution of democratic ideals and constitutional principles in the history of the United States and the world using historical sources. d. Analyze and critique varying interpretations of historic people, issues, or events, and explain how evidence is used to support different interpretations. <p>E2. Individual, Cultural, International, and Global Connections in History Students understand historical aspects of unity and diversity in the United States and the world, including Native American communities.</p> <ol style="list-style-type: none"> a. Identify and critique issues characterized by unity and diversity in the history of the United States and other nations, and describe their effects. b. Identify and analyze major turning points and events in the history of Native Americans and various historical and recent immigrant groups in the United States, and other cultures in the world.
<p style="text-align: center;">Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ Notes ▪ Textbook readings and questions ▪ Reading and interpreting ▪ Review game
<p style="text-align: center;">Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> ▪ Oral questioning during class discussions ▪ Reading questions ▪ Essay writing ▪ Quizzes ▪ Review game
<p style="text-align: center;">Sample Resources</p>	<ul style="list-style-type: none"> ▪ <u>Publications:</u> <ul style="list-style-type: none"> ○ <u>The Thomas Jefferson Papers</u> – Library of Congress ▪ <u>Videos:</u>

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	○ <u>Lewis & Clark: The Journey of the Corps of Discovery</u>
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