

THIRD QUARTER · CYCLE 2, UPPER

TOPIC: The Federalist Era

PACING: 3 Days

STANDARDS:

- SS.5-8.TCC.8** Outline the origins and influences of social, cultural, political, and economic systems.
- SS.5-8.IGI.3** Determine how institutions are created to respond to changing individual and group needs.
- SS.5-8.IGI.10** Explain that when two or more groups with differing norms and beliefs interact accommodation or conflict may result.
- SS.5-8.PAG.7** Investigate the ways in which governments meet the needs and wants of citizens, manage conflict, and establish order and security.

OBJECTIVES:

- Discuss the development of the American political system during the Federalist Era.
- Identify challenges that the new government faced on the frontier.
- Contrast the view of the developing political parties.

VOCABULARY: precedent, cabinet, bond, impressment, partisan, caucus, aliens, sedition, nullify states' rights

SPIRITUAL APPLICATIONS:

1 Kings 3:16-28 - Read and discuss the story about a conflict that Solomon resolved. Solomon received wisdom from God. Why is supporting and praying for our government officials important?

MCGRAW-HILL RESOURCES:

A History of the United States

Chapter 9 - pp. 243-264

Chapter 9 Digital Lessons Plans and Presentations

Video - *The First President* (2:24)

Video - *Whiskey Rebellion* (2:14)

Video - *Early American Politics* (2:20)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video - *Searching for Stability: Shaping America* (28:40)

BrainPop video - *George Washington* (4:30)

BrainPop video - *John Adams* (5:46)

BrainPop video - *Political Party Origins* (4:18)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Prepare a one-paragraph speech entitled "Challenges I Faced as President" from George Washington's point of view.
2. Divide the group into two groups - one in support of the protestors in the Whiskey Rebellion and the other group in support of Washington and Hamilton. Groups defend their position during a class discussion.
3. Create a campaign sign for John Adams in the election of 1796.
4. Explain the principle of states' rights. Make a list of some states' rights.
5. Make a Venn diagram comparing and contrasting the Federalists and the Democratic-Republicans.

THIRD QUARTER · CYCLE 2, UPPER

TOPIC: The Jefferson Era

PACING: 3 Days

STANDARDS:

SS.5-8.C.10 Analyze how language, behaviors, and beliefs of different cultures can both contribute to and pose barriers to cross-cultural understanding.

SS/5-8.PPE.11 Utilize a variety of maps, globes, graphic representations, and geospatial technologies to help investigate the relationships among people, places, and environments.

OBJECTIVES:

- Compare and contrast the election of 1800 with modern elections.
- Describe the power of the Supreme Court and the federal government.
- Locate the Louisiana Purchase on a map and discuss the importance of the purchase.
- Discuss the Lewis and Clark expedition.
- Explain why the United States was not prepared for the War of 1812.

VOCABULARY: customs duty, jurisdiction, secede, tribute, neutral rights, embargo, nationalism, frigate

SPIRITUAL APPLICATIONS:

1 Samuel 17 - Review and discuss the story of David and Goliath. In what ways did the defeat of Goliath influence David's life?

MCGRAW-HILL RESOURCES:

A History of the United States

Chapter 10 - pp. 265-292

Chapter 10 Digital Lessons Plans and Presentations

Video - *Jefferson vs Hamilton* (7:06)

Video - *The Louisiana Purchase* (2:59)

Video - *The War on the Shores of Tripoli* (3:16)

Video - *The Star Spangled Banner* (3:02)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video segment - *Louisiana Purchase Overview* (3:00)

Learn360 video segment - *William Eaton's Assault in Tripoli* (3:48)

Learn360 video segment - *The Battle of Tippecanoe* (2:03)

Learn360 video - *The War of 1812* (19:57)

BrainPop video - *Thomas Jefferson* (5:22)

BrainPop video - *James Madison* (6:04)

BrainPop video - *Primaries and Caucuses* (4:32)

BrainPop video - *Lewis and Clark* (5:03)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Create a magazine cover about Thomas Jefferson, James Madison, Robert Fulton, Meriwether Lewis, William Clark, or Tecumseh.
2. In small groups or individually, make a time line showing events leading up to and during the War of 1812.
3. Write a letter to a friend as if you were Dolley Madison. Detail the attack by the British troops on Washington.
4. Discuss why war heroes may have an advantage in political campaigns.
5. Write an opinion essay in which you draw conclusions about the success of the Lewis and Clark expedition.
6. Using Tecumseh's quote on p. 283, summarize his ideas about Native American lands and relations with the white Americans.

THIRD QUARTER · CYCLE 2, UPPER

TOPIC: American Growth and Expansion

PACING: 4 Days

STANDARDS:

- SS.5-8.PPE.1** Examine how the theme of people, places, and environments involves the study of the relationships between human populations in different locations, and geographic phenomena such as climate, vegetation, and natural resources.
- SS.5-8.PPE.7** Discuss human modifications of the environment.
- SS.5-8.IGI.11** Critique how groups and institutions influence culture in a variety of ways.
- SS.5-8.PDC.7** Illustrate how banks and other financial institutions channel funds from savers to borrowers and investors.
- SS.5-8.PDC.10** Evaluate how goods and services are allocated in a market economy through the influence of prices on decisions about production and consumption.

OBJECTIVES:

- Analyze why industrial growth began in New England.
- Compare agriculture in the different regions of the country.
- Identify modes of transportation during the industrial Revolution.
- Analyze life in western settlements.
- Summarize the Missouri Compromise.

VOCABULARY: cotton gin, interchangeable parts, patent, capitalism, free enterprise, census, turnpikes, canal, locks, sectionalism, monopoly, interstate commerce, ceded

SPIRITUAL APPLICATIONS:

Romans 16:17 – Paul reminds us that divisions and obstacles should be avoided. Why are divisions between people or groups so harmful?

MCGRAW-HILL RESOURCES:

A History of the United States

Chapter 11 – pp. 293-320

Chapter 11 Digital Lessons Plans and Presentations

Video – *The Slave Trade and the Cotton Gin* (3:23)

Video – *Daniel Boone* (5:06)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video segment – *Eli Whitney* (4:34)
Learn360 video segment – *Mass Production* (3:02)
Learn360 video segment – *Erie Canal Opens* (1:39)
Learn360 video segment – *James Monroe: Major Events* (3:03)
Learn360 video – *The Presidents: 1789-1825* (45:09)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Choose a mode of transportation of the time period. Record the pros and cons of this mode of transportation on a T-chart.
2. Prepare one page for a classroom scrapbook dealing with U.S. growth and expansion. Coordinate with classmates to produce a logical and coherent scrapbook.
3. Compare and contrast farms in the Northeast, West, and South using a three-circle Venn diagram.
4. Review census information, especially population changes (i.e., increase, shift from rural to urban). Graph the information you gathered.
5. Write a short essay discussing the issues related to sectionalism and how the Missouri Compromise provided a temporary solution.

THIRD QUARTER · CYCLE 2, UPPER

TOPIC: The Jackson Era

PACING: 3 Days

STANDARDS:

- SS.5-8.PPE.6** Illustrate patterns of demographic and political change and cultural diffusion in the past and present.
- SS.5-8.PDC.4** Evaluate how the economic choices that people make have both present and future consequences.

OBJECTIVES:

- Evaluate the role of campaign tactics in elections of the early nineteenth century.
- Compare the position of those who supported states' rights to those who wanted a stronger federal government.
- Describe the impact of the policy of removal of the Native Americans to Indian Territory.
- Explain Jackson's objections to the Bank of the United States

VOCABULARY: favorite sons, plurality, majority, mudslinging, bureaucracy, spoils system, nominating conventions, tariff, relocate, Trail of Tears, veto

SPIRITUAL APPLICATIONS:

Luke 2 – Review the birth and early life of Jesus. He came to earth as a “common man.” Why is that important as it relates to the Great Controversy?

MCGRAW-HILL RESOURCES:

A History of the United States

Chapter 12 – pp. 321-344

Chapter 12 Digital Lessons Plans and Presentations

Video – *President Andrew Jackson* (3:17)

Video -- *Blending of the Seminole* (3:07)

Video – *Jackson and His Successors* (3:18)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *The Presidents: 1825-1849* (45:10)

BrainPop video – *Andrew Jackson* (5:08)

BrainPop video – *Seminole Wars* (5:37)

BrainPop video – *Trail of Tears* (5:30)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Create political advertisements (print or audio) for Henry Clay, Andrew Jackson, or John Quincy Adams.
2. Compare campaign innovations in 1828 to those of today.
3. Write an opinion paper detailing your agreement or disagreement with the policies and actions of President Jackson.
4. Prepare a PowerPoint presentation discussing the relocation of a Native American tribe.
5. Write a newspaper article describing the Trail of Tears. Is your perspective from the white settlers or the Native Americans being relocated?
6. Discuss what being “a man of the people” means and why so many politicians use this idea in campaigning.

THIRD QUARTER · CYCLE 2, UPPER

TOPIC: Manifest Destiny

PACING: 4 Days

STANDARDS:

- SS.5-8.TCC.5** Demonstrate that historical interpretations of the same event may differ on the basis of such factors as conflicting evidence from varied sources.
- SS.5-8.PPE.7** Summarize factors that contribute to cooperation and conflict among peoples of the nation and the world including language, religion, and political beliefs.
- SS.5-8.PPE.10** Analyze the roles of different kinds of population centers in a region or nation.

OBJECTIVES:

- Analyze why Americans wanted the land in the Oregon Country.
- Evaluate the concept of and justifications for Manifest Destiny.
- Identify the reasons behind the conflict between the United States and Mexico.
- Discuss how the discovery of gold and religious migration affected westward development.

VOCABULARY: joint occupation, mountain men, emigrants, prairie schooners, Manifest Destiny, Tejano, decree, annex, rancho, forty-niners, boomtown, vigilantes

SPIRITUAL APPLICATIONS:

Proverbs 25:25 – “Like cold water to a weary soul is good news from a distant land.” Discuss how the Good News of the gospel is a blessing for us today. List references that illustrate God’s Good News for us.

MCGRAW-HILL RESOURCES:

A History of the United States

Chapter 13 – pp. 345-372

Chapter 13 Digital Lessons Plans and Presentations

Video – *James K. Polk and Western Expansion* (2:06)

Video – *The Alamo* (3:26)

Video – *Achieving Manifest Destiny* (1:12)

Video – *New Citizens of the Mexican-American War* (2:03)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video segment – *The Whitmans* (1:43)
Learn360 video segment – *Mountain Men* (3:15)
Learn360 video segment – *Mexican-American War* (2:54)
Learn360 video segment – *Lure of Gold in California* (3:36)
BrainPop video – *Westward Expansion* (5:14)
BrainPop video – *Mexican-American War* (4:54)
BrainPop video – *Gold Rush* (3:01)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. After reviewing and discussing the PowerPoint presentation in the “What Do You Think” digital lesson plan, write a summary of the Alamo. What is the historical perspective behind your summary?
2. Choose one of the westward trails. Make a map noting the significant points along that trail. Give a description of how traveling that trail today would be similar and different to the early travelers on the trail.
3. Write dialogue between a “forty-niner” looking for gold and a Mormon settler as they meet along their journey west.
4. Write a short essay examining the concept of “Manifest Destiny.”
5. Research and report on “boomtown” economics.