

Unit Name: 1e - The Early Presidents
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UNIT

Subject: **Social Studies**
Course/Grade: **US History I**
School: **EHTHS**

Country:
State/Group: **NJ**

UNIT SUMMARY

The first four US Presidents and the creation of the new nation will be discussed. Major emphasis will be given to George Washington, the creation of the Cabinet, and his Farewell Address. John Adams and Alien and Sedition Acts will be looked at, and their violation of the Constitution discussed. Thomas Jefferson and the Louisiana Purchase, as well as James Madison and the War of 1812 will also be discussed.

UNIT RESOURCES

Internet Resource Links:

- <http://www.history.com/topics/war-of-1812>
- <http://www.earlyamerica.com/earlyamerica/milestones/whiskey/>
- <http://www.earlyamerica.com/earlyamerica/milestones/sedition/>
- <http://www.earlyamerica.com/earlyamerica/milestones/farewell/>

STAGE ONE

GOALS AND STANDARDS

Standard State: NJ

6.1.12. U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

ENDURING UNDERSTANDINGS

America's early Presidents faced many challenges, both domestic and foreign

The Constitution can be amended to help solve problems that arise.

ESSENTIAL QUESTIONS

Why is it best to have a peaceful transfer of power?

What steps did Congress and the president take to organize the new government?

What was Alexander Hamilton's plan to settle the nation's debt?

What was the debate over the national bank?

How did the first political parties form?

Why did Washington want to remain neutral in response to events in Europe?

Why was the transfer of power in the election of 1800 significant?

What changes did Jefferson make when he took office?

What was the impact of the Louisiana Purchase?

How did the role of the Supreme Court change?

KNOWLEDGE AND SKILLS

SWBAT:

- evaluate major foreign and domestic policy decisions faced by Washington and Adams
- explain the origins of the two-party systems
- summarize the ideas presented in Washington's Farewell Address
- analyze the election 1800 as a peaceful transfer of power
- summarize the importance of the Louisiana Purchase and the Lewis and Clark expeditions

STAGE TWO

PERFORMANCE TASKS

Title: Chart/Graph

Students will create a chart/graph identifying the differences between Hamilton and Jefferson

Title: Analyze Primary source

Students will read Washington's Farewell address and answer questions.

Title: Map Activity

On a map, students will locate various places visited and explored by Lewis and Clark

Title: Louisiana Purchase Press Conference

Students will read a press release (see below) about the Louisiana Purchase, and then work in small groups to write questions to ask "Thomas Jefferson" at a press conference. They will then participate in a press conference with "Thomas Jefferson", and summarize their findings in a short front page news story.

Press Release from Thomas Jefferson on July 4, 1803: On April 30 of this year (1803), the United States reached an agreement with the nation of France to secure land located just west of the Mississippi River. As president, I authorized the signing of the treaty and am now sending it to Congress to be ratified. The details of the treaty will be made public shortly. The size of the purchase is in excess of 800,000 square miles and more than doubles the size of the United States.

	Good 3 pts	Fair 2 pts	Poor 1 pts
Works cooperatively	<p>Good</p> <p>The student participates fully with the group project. The student is always on task, completes their part of the work, and offers help when needed. The student interacts positively and respectfully with group members.</p>	<p>Fair</p> <p>The student sometimes participates with the group project. The student is mostly on task, and completes their part of the work. The student interacts mostly positively and respectfully with group members.</p>	<p>Poor</p> <p>The student participates little, or not at all with the group project. The student is frequently off task, frequently disruptive, or behaves inappropriately with group members.</p>
Creates Questions	<p>Good</p> <p>The student helps to brainstorm, write, and/or revise questions at least two questions.</p>	<p>Fair</p> <p>The student helps to brainstorm, write, and/or revise questions at least one question.</p>	<p>Poor</p> <p>The student does not help to brainstorm, write, and/or revise questions any questions.</p>
Press Conference	<p>Good</p> <p>The student follows the rules of the press conference. The student listens carefully to others' questions and</p>	<p>Fair</p> <p>The student mostly follows the rules of the press conference. The student usually listens carefully to others'</p>	<p>Poor</p> <p>The student rarely follows the rules of the press conference. The student rarely listens carefully to others'</p>

	answers, so as to avoid repetition. The student assists in asking or recording answers.	questions and answers, so as to avoid repetition. The student sometimes assists in asking or recording answers.	questions and answers, and repeats questions. The student rarely assists in asking or recording answers.
Final Product	<p style="text-align: center;">Good</p> <p>The student helps to brainstorm, write, and/or revise the final summary of what their group has learned. The student always remains on task to complete the final product to the best of his/her abilities.</p>	<p style="text-align: center;">Fair</p> <p>The student sometimes helps to brainstorm, write, and/or revise the final summary of what their group has learned. The student sometimes remains on task to complete the final product. The student's contribution is legible and demonstrates some learning.</p>	<p style="text-align: center;">Poor</p> <p>The student rarely helps to brainstorm, write, and/or revise the final summary of what their group has learned. The student rarely remains on task. The student's work is poorly done, showing little attention to appearance or proof of learning.</p>

OTHER EVIDENCE

Test and quizzes

STAGE THREE

LEARNING ACTIVITIES