Social Studies Standards

6.1.8.A.4.a Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements.

6.1.8.A.4.b Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.

6.1.8.A.4.c Assess the extent to which voting rights were expanded during the Jacksonian period.

6.1.8.B.4.a Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.

6.1.8.B.4.b Map territorial expansion and settlement, as well as the locations of conflicts with and removal of Native Americans.

6.1.8.C.4.a Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.

6.1.8.C.4.b Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and nation.

6.1.8.C.4.c Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.


Cross Curricular Standards:

Technology Standards:

21st Century Skills:

_X_Creativity and Innovation
_X_Critical Thinking and Problem Solving
_X_Communication
_X_Collaboration
<table>
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<tr>
<th>Essential Questions:</th>
<th>Enduring Understandings: Expansion and Reform (1801-1861)</th>
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</thead>
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<tr>
<td><strong>Expansion and Reform (1801-1861)</strong></td>
<td>Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.</td>
</tr>
<tr>
<td><strong>The Jefferson Era (1800-1816)</strong></td>
<td><strong>The Jefferson Era (1800-1816)</strong> British interference with affairs of the United States eventually would lead to war.</td>
</tr>
<tr>
<td>How does Thomas Jefferson become president in 1801?</td>
<td><strong>National and Regional Growth (1800-1844)</strong> New machines and factories changed the way people lived and worked in the late 1700's and early 1800's.</td>
</tr>
<tr>
<td>Why does Jefferson believe the United States should be a nation of small independent farmers?</td>
<td><strong>The Age of Jackson (1824-1840)</strong> The forced removal led by Jackson, forever changed the lives of Native Americans Disputes about states' rights and federal power contributed to regional tensions.</td>
</tr>
<tr>
<td>How does Jefferson buy the Louisiana Territory from France at a bargain price?</td>
<td>How did the Industrial Revolution change the way people worked?</td>
</tr>
<tr>
<td>What did the Lewis and Clark Expedition accomplish?</td>
<td>How did interchangeable parts change industry and management?</td>
</tr>
<tr>
<td>What conflicts with Britain and France disrupted American trade?</td>
<td></td>
</tr>
</tbody>
</table>
What inventions helped to improve transportation and revolutionize long distance communication?

How did new technologies link regions more closely together?

How did the invention of the cotton gin change southern life?

How did the rise in cotton production affect slavery?

What was life like for enslaved African Americans?

What was life like for free African Americans in the South?

What was the American System?

Why did events in the early 1800’s in Latin America concern the United States?

What was the purpose of the Monroe Doctrine?

**The Age of Jackson (1824-1840)**

What does Jacksonian democracy mean?

What events in Jackson’s past had increased his popularity and made him nationally known?

What was the spoils system and why was it controversial?

What important issues did Jackson face as president?

Why did Jackson believe the government had the right to decide where Native Americans could live?

How did the Indian Removal Act affect Native Americans?

How did the Cherokee fight the takeover of their lands in Georgia?

Why is the journey of the Cherokee to Indian Territory known as the Trail of Tears?
<table>
<thead>
<tr>
<th>How did some Native American groups in the Southeast resist removal?</th>
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</thead>
<tbody>
<tr>
<td>What issues led to rising sectional differences?</td>
</tr>
<tr>
<td>How did the Tariff of Abominations lead to a crisis over nullification?</td>
</tr>
<tr>
<td>What was the debate over states’ rights?</td>
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<tr>
<td>How was South Carolina’s threat to secede resolved?</td>
</tr>
</tbody>
</table>

**Vocabulary:**
- The Jefferson Era (1800-1816)
- Marbury v. Madison
- Judicial Review
- Louisiana Purchase
- Lewis and Clark Expedition
- Impressment
- Embargo Act
- Tecumseh
- War Hawk
- Treaty of Ghent

**National and Regional Growth (1800-1844)**
- Industrial Revolution
- Factory system
- Interchangeable parts
- Cotton Gin
- Nat Turner
- Nationalism
- Sectionalism
- Monroe Doctrine

**The Age of Jackson (1824-1840)**
- Spoils system

**Social Studies Skills:**

**Chronological Thinking (CH)**
- Explain how major events are related to one another in time.

**Spatial Thinking (SP)**
- Select and use various geographic representations to compare information about people, places, regions, and environments.
- Use maps and other documents to explain historical migration of people, expansion, and disintegration of empires, and growth of economic and political systems.

**Critical Thinking (CR)**
- Compare and contrast differing interpretations of current and historical events.

**Presentational Skills (PS)**
- Select and analyze information
### The Trail of Tears
- Indian Removal Act
- Tariff of Abominations
- Doctrine of nullification
- Secession
- Inflation
- Second Bank of the United States

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<table>
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<th>Learning Targets</th>
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</table>
| **The Jefferson Era (1800-1816)** | Review with students that the two parties running in the Election of 1800 were the Federalists led by President John Adams and the Democratic-Republicans, represented by Thomas Jefferson. Remind students of the different beliefs of the Federalists vs. the Democratic Republicans (Refer to chart on p. 304 if needed) Discuss the results of the election of 1800 and how Thomas Jefferson became president, while Aaron Burr became his vice-president. Discuss Thomas Jefferson’s background and accomplishments. Note his philosophy and opinion on what kind of country the U.S. should be was very strong. | **McDougal Littell: Creating America Textbook:**  
The First Political Parties Chart p. 304  
The Election of 1800 p. 313-314  
The Talented Jefferson p. 314  
Jefferson’s Philosophy p. 315  
**Promethean Planet: Thomas Jefferson**  
**You-Tube History Video: The Election of 1800**  
http://www.youtube.com/watch?v=sQmtEc-6E-Y  
**Brain Pop Video: Thomas Jefferson**  
http://www.brainpop.com/socialstudies/famoushistoricalfigures/thomasjefferson/preview.weml  
**Cicero Teaching Beyond the Textbook: Early Republic Chronology**  
http://www2.cicerohistory.com/Cicero/c/6/At-a-Glance/EarlyRepublicChronology.pdf |

Students will describe the election of 1800 and explain the role of political parties

Students will identify Jefferson’s accomplishments and analyze his philosophy of government

Suggested Activities:
- Show You-Tube Video on the Election of 1800 and discuss the results as class.
- Refer to interactive Promethean Planet Flipchart to highlight and discuss the accomplishments of Thomas Jefferson throughout his life
- Show Brain Pop video on Thomas Jefferson for overview. Have students complete vocabulary sheet and graphic organizer to summarize important information
- Students can create a timeline of the important events in this unit. This will be an overall introduction for the unit and will allow students to see what they will be studying later on. Students will also be able to refer to the timeline throughout the unit of study. Use Cicero’s Early Republic at a glance chronology as a reference sheet.

| Students will analyze the significance of Marbury v. Madison | Discuss with students that Jefferson had very little power over the court systems. Note that John Adams appointed last minute Federalist judges before Jefferson’s inauguration. Discuss that John Marshall was appointed Chief Justice of the Supreme Court and would go on to serve for over three decades. Tell students that one of the most important decisions of the Marshall Court was Marbury v. Madison (1803).

**Suggested Activities:**
- Show You-Tube video on Marbury v. Madison for a brief overview.
- Read Cicero’s Guided Reading “Judicial Review: How John Marshall Changed the Judiciary” and answer discussion questions as a follow-up.

| Students will understand the effect of the Louisiana Purchase had on the United States | Discuss with students that the Louisiana Purchase was one of Thomas Jefferson’s most important actions as president. Note that the United States acquired approximately 828,000 square miles of land with this purchase, containing all of present-day Missouri, Iowa, Arkansas, Kansas, Nebraska, McMenamin Littell: Creating America Textbook:
- The West in 1800 p. 318
- Napoleon and New Orleans p. 319
- The Louisiana Purchase p. 319

| McDougal Littell: Creating America Textbook: |
| Marshall and the Judiciary p. 316 |
| Marbury v. Madison p. 317 |

**You-Tube Video:** PBS Excerpt: The Supreme Court
http://www.youtube.com/watch?v=3TVkeRUvX_U

**Cicero:** Teaching Beyond the Textbook: Guided Reading: “Judicial Review: How John Marshall Changed the Judiciary”
and Oklahoma, in addition to parts of the Dakotas, Montana, Wyoming, Minnesota, Louisiana, Texas, New Mexico, and Colorado. Show map from Study Island lesson: Westward Expansion for visual and to highlight how the purchase almost doubled the size of the United States.

Suggested Activities:

- Present power-point for overview
- Show You-Tube video for visual and more information on the history behind the Louisiana Purchase
- Follow-up with Guided Reading “The Best Land Deal in History: Louisiana Purchase” and answer Discussion Questions
- Homework: Creative Learners Reading/Questions
- Extension: Web-Quest Project Louisiana Purchase/ use Web Quest rubric for evaluation of student work

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Middle School Social Studies

U.S. History

Lesson: Westward Expansion

**Cicero Power-point: Louisiana Purchase**

http://www2.cicerohistory.com/Cicero/navigate/uc/sid123.do

**You-Tube Video: Louisiana Purchase**

http://www.youtube.com/watch?v=aplWBHNXK_U

**Cicero: Teaching Beyond the Textbook: Guided Reading: “The Best Land Deal in History: Louisiana Purchase”**

http://www2.cicerohistory.com/Cicero/c/6/Activities/GuidedReadings/Secondary/LouisianaPurchase/Louisiana_Purchase.pdf

**Cicero: Teaching Beyond the Textbook: Guided Reading Creative Learners:**

Louisiana Purchase

http://www2.cicerohistory.com/Cicero/c/6/Activities/GuidedReadings/Creative_Learners/LouisianaPurchase/LouisianaPurchase.pdf

**Projects: Louisiana Purchase Web Quest**

http://www2.cicerohistory.com/Cicero/c/6/Activities/Projects/LouisianaPurchaseWebQuest.pdf

**Web Quest Rubric**

http://www2.cicerohistory.com/Cicero/c/static/Rubrics/WebQuest.pdf
| Students will summarize the experiences of the Lewis and Clark expedition | Discuss how since the purchase of the Louisiana territory and expedition to explore the newly acquired land became very important. Read and discuss Lewis and Clark Explore on page 320. Refer to map "The Louisiana Purchase and Explorations" for visual. Suggested Activities:  
- Use study-island lesson and You-Tube Video for a brief overview of the Lewis and Clark expedition  
- Show interactive promethean planet flipchart on Lewis and Clark's Expedition-Students can complete writing and quick assessments embedded into flipchart.  
- Have students analyze Cicero’s historical map of the Lewis and Clark Expedition and the answer follow-up questions. | McDougal Littell: Creating America Textbook:  
Lewis and Clark Explore p. 320-323  
Study- Island  
[www.studyisland.com](http://www.studyisland.com)  
Middle School Social Studies  
U.S. History  
Lesson: Westward Expansion:  
The Lewis and Clark Expedition  
You-Tube Video: The Lewis and Clark Expedition  
[http://www.youtube.com/watch?v=D7vCqpqolXw](http://www.youtube.com/watch?v=D7vCqpqolXw)  
Promethean Planet Interactive Flipchart:  
Lewis and Clark's Expedition  
Cicero Teaching Beyond the Textbook:  
Historical Map Lewis and Clark Expedition  
[http://www2.cicerohistory.com/Cicero/c/6/Activities/HistoricalMaps/LewisAndClark/LewisAndClarkExpeditionMap.pdf](http://www2.cicerohistory.com/Cicero/c/6/Activities/HistoricalMaps/LewisAndClark/LewisAndClarkExpeditionMap.pdf) |
|---|---|---|
| Students will describe the foreign policy challenges Jefferson faced | As a class read "One American's Story" on p. 326 regarding the conflict of Tripoli. Point out the location on a map. Discuss that it was difficult for the United States to stay out of foreign affairs while its people traded so heavily overseas. Note that Jefferson tried to avoid involvement in the | McDougal Littell: Creating America Textbook:  
Hamilton’s Financial Plan p. 295-296  
How Banks Work p.296  
You Tube Video: Embargo Act of 1807 |
problems of other nations. Point out that Britain interfered with U.S. trade by the impressments, or kidnapping of American sailors to work on British ships. Read more about impressments as a class on p. 327. Introduce the Embargo Act of 1807. Discuss how this no longer allowed American ship to sail to foreign ports.

**Suggested Activities:**
- Show overview video on the Embargo Act of 1807
- Have students answer in a short response, what were the results of the Embargo Act?

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| Students will describe how Tecumseh attempted to unify Native Americans | Refer to p. 328, “Tecumseh and Native American Unity”. Discuss that British interference with American shipping and the impressments of U.S. citizens made Americans extremely angry. Note that many settlers believed the British were trying to stir up Native Americans resistance to frontier settlements. Introduce Shawnee Chief Tecumseh, who vowed to stop the loss of Native American land. Note he thought the only way to stop the settlers was to unite Native American tribes. **Suggested Activities:**
- Have students read more about Tecumseh on page 328. When finished have students examine Tecumseh’s actions. Propose the following questions:
  1) What did Tecumseh hope to achieve?
  2) Why did defeat at Tippecanoe make it more difficult to unite groups of Native Americans?
  3) If Native Americans had united, could they have stopped the loss of land? Why or why not?
- Show Brain Pop video on Tecumseh and complete activity sheet

**McDougal Littell: Creating America Textbook:**
Tecumseh and Native American Unity p. 328-329
More About... Tecumseh p. 328

**Cicero Teaching Beyond the Textbook:**
Gallery
http://www2.cicerohistory.com/Cicero/c/6/Galleries/People/Tecumseh/Tecumseh.pdf

**Brain Pop video on Tecumseh:**
http://www.brainpop.com/socialstudies/famoushistoricalfigures/tecumseh/preview.wenl

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| Students will understand why War Introduce to class the term “War Hawk”. Describe | **McDougal Littell: Creating America** |

http://www.youtube.com/watch?v=QTaAHzDQU8U
| Hawks favored war Students will analyze the causes of the War of 1812 | that westerners who called for war were known as war hawks. Discuss how they wanted British aid to Native Americans stopped and they wanted the British out of Canada. Note that other Americans wanted war because of the British violations of American rights at sea. Refer to chart on p. 329 and point out the three major causes of the War of 1812
   1) Impressment of U.S. Citizens
   2) Interference with American Shipping
   3) British support of Native-American Resistance
   Suggested Activities:
   ● Review study-island interactive flashcards for introduction to the War of 1812
   ● As a class review study-island lesson on Events leading to the War of 1812 and show brief overview video on the War of 1812
   ● Refer to promethean planet flipchart for overview leading up the War of 1812. As a follow-up have students read War of 1812 Guided Reading and complete the discussion questions |
| --- | --- |
| Students will describe the battles fought during the War of 1812 | Discuss the major events of the War of 1812 using brief description on study-island lesson. Refer to pages 331 the first Phase of the War and p. 332 The Second Phase of War if needed.
   Suggested Activities:
   ● Introduce the major events of the War of 1812 through Cicero power-point. |
| Students will evaluate the effects of the War of 1812 and its legacy | Cicero Teaching Beyond the Textbook: Power-point presentation: War of 1812 http://www2.cicerohistory.com/Cicero/navigate/uc/sid123.do |
| You-Tube Video: War of 1812 http://www.youtube.com/watch?v=F0Kbn8hFT1Q |
- Refer to promethean planet flipchart for overview of major events during the War of 1812
- Have students highlight the major events using study-island War of 1812 Lesson print-out as follow-up have students read guided reading, “The Burning of Washington D.C.”
- As class read dialogue, “The Rockets’ Red Glare” to have students learn about the history behind the Star Spangled Banner. Each student can be assigned a role to participate in the reader’s dialogue. When finished complete discussion questions. Extension for homework- Guided Reading Francis Scott Key

Note the Treaty of Ghent ended the war of 1812. Refer to chart on page 333 and highlight the effects of the war:

1) Increased American patriotism
2) Weakened Native American resistance
3) U.S. manufacturing grew

Suggested Activities for Assessment:
- Study-Island War of 1812 Multiple Choice Quiz
- Culminating project- students can complete Cicero War of 1812 Web Quest/ use Web Quest rubric for evaluation
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<th>Learning Targets</th>
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</table>
| National and Regional Growth (1800-1844) | Students will explain how the Industrial Revolution began | Review with students that the War of 1812 brought many economic changes to the United States. Introduce the term Industrial Revolution. Identify that during the Industrial Revolution factory machines replaced hand tools, and large scale manufacturing replaced farming as the main form of work. Refer to Study-Island lesson: Changes in the New Nation: Industrial Revolution and page 341-342. Suggested Activities:  
  - Show Causes and Effects Flipchart to introduce how the Industrial Revolution began  
  - Show Brain Pop Video on Industrial Revolution and have students fill out vocabulary sheet as the video plays. For follow-up have students complete activity sheet | McDougal Littell: Creating America Textbook:  
Free Enterprise and Factories p. 341-342  
Factories Come to New England p. 342  
The Lowell Mills Hire Women p. 342  
Brain Pop Video: Industrial Revolution  
Vocabulary Activity Sheet  
http://www.brainpop.com/socialstudies/us-history/industrialrevolution/  
Study- Island  
www.studyisland.com  
Middle School Social Studies  
U.S. History  
Lesson: Changes in the New Nation: Industrial Revolution  
Promethean Planet Flipcharts:  
Cause and Effects of the Industrial Revolution  
http://www.prometheanplanet.com/en-us/Resources/Item/33010/industrial-
| Students will explain the role of the factory system and interchangeable parts | Discuss with students that the factory system brought many workers and machines together. Refer to study-island lesson on factory system and discuss the domestic system verses the more efficient factory system. Suggested Activities:  
- Show overview You-Tube video clip on the Industrial Revolution Ask students to answer the question, how did the Industrial Revolution change the way people worked?  
- Have students read Cicero Guided Reading Interchangeable Parts and answer discussion questions.  
- To better understand how the factory system affected America, have students complete Lowell Mills Web Quest | McDougal Littell: Creating America Textbook:  
Factory System p. 341  
A New Way to Manufacture p. 343  

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Cicero Teaching Beyond the Textbook: Guided Reading Interchangeable parts  

Cicero Teaching Beyond the Textbook: Guided Reading: Francis Cabot Lowell  

You-Tube Video: Industrial Revolution  
http://www.youtube.com/watch?v=3EfqaNBkv
| Students will identify inventions that improved transportation and communication | Read and discuss study-island lesson outlining the many inventions that helped to improved transportation and communication. Suggested Activities:  
- Cicero Guided Reading on Eli Whitney/Discussion Questions  
- Cicero Guided Reading on Samuel Slater/Discussion Questions  
- Culminating Activity- students could select a specific invention and person to research. Students could create a presentation outlining 1) Who invented it and when? 2) How does it work? 3) What effects did the invention have on America/ why was it important? | McDougal Littell: Creating America Textbook:  
Moving People, Goods, and Messages p. 344-345  
Technology Improves Farming p. 345  
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www.studyisland.com  
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U.S. History  
Lesson: Changes in the New Nation: American Industrial Growth  
Cicero Teaching Beyond the Textbook:  
Guided Reading Samuel Slater  
|---|---|---|
| Students will explain the relationship between the cotton boom and slavery | Introduce how there was a great cotton boom after Eli Whitney invented a machine for cleaning cotton in 1793. Refer to study-Island lesson and textbook pages 348-349 and note that since cotton was now being processed much faster there was an increase in demand for slaves to pick cotton in | McDougal Littell: Creating America Textbook:  
The Cotton Boom p. 348-349  
Slavery Expands p. 349  
Cicero Teaching Beyond the Textbook: |
Students will analyze the important division within the Southern Society.

Students will describe African American culture and family life under slavery.

Refer to page 350 and discuss with students how slavery divided white Southerners into those who held slaves and those who did not. Discuss how most white Southerners did not hold slaves, but still supported slavery. Ask to students to respond to the following: Why did many white farmers without slaves still support slavery? Discuss how they hoped to own slaves in the future. Point out that slavery also divided black southerners into those who were enslaved and those who were free.

Discuss how religion played a major role in African American culture and on plantations in the 1800’s. Review the term spirituals- religious folk songs and discuss their importance in African American culture.

Refer to p. 352 and review the slave trade. Note that this threatened to break families a part. Have students answer, how did slavery harm family life?

Suggested Activities:
- Have students complete Activity on p. 353 Using Graphics to create a chart to summarize facts about each group of

Guided Reading Eli Whitney

Cicero Teaching Beyond the Textbook: The Cotton Gin

McDougal Littell: Creating America Textbook:
- Slavery Divides the South p. 350
- African Americans in the South p. 350-351
- Finding Strength in Religion p. 351
- Families Under Slavery p. 352
- Activity: Using Graphics p. 353

Cicero Teaching Beyond the Textbook: Songs of Slavery Literacy Through History Connections:
http://www2.cicerohistory.com/Cicero/c/7/Activities/Literacy_Through_History/LiteratureConnections/SongsOfSlavery/SongofSlavery.pdf
| Students will summarize information about slave rebellions | Discuss how armed rebellion was an extreme form of resistance to slavery. Read Slave Rebellions on p. 353. Point out that the most famous rebellion was led by Nat Turner in Virginia in 1831. Suggested Activities:  
- Read Cicero Heroes? You Decide Reading on Nat Turner and students can make a Heroes of History Foldable to summarize the information they learned. | McDougal Littell: Creating America Textbook:  Slave Rebellions p. 353  
|---|---|---|
| Students will describe efforts to make the United States self-sufficient and to improve transportation | Refer to p. 354 and discuss the plan that President Madison presented to make the United States prosper without foreign products or markets. Point out the three main actions of the plan promoted as the “American System”  
1. Establish a protective tariff  
2. Establish a national bank  
3. Improve the country’s transportation systems  
Refer to study-island lesson and note all the improvements that were made to improve our transportation systems such as: Railroads – the Camden and Amboy Railroads, the Morris Canal, Delaware and Raritan Canal, and the Eerie Canal. Point out that the roads and canals being built helped to link major cities.  
Roads and Canals Link Cities p. 355  
Cicero Teaching Beyond the Textbook:  Power-point The American System: [http://www2.cicerohistory.com/Cicero/navigate/uc/sid123.do](http://www2.cicerohistory.com/Cicero/navigate/uc/sid123.do)  
Study- Island [www.studyisland.com](http://www.studyisland.com)  
Middle School Social Studies  
U.S. History  
Lesson: Changes in the New Nation: American Industrial Growth |
<table>
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<tr>
<th>Students will analyze sectional tensions and compromises</th>
<th>Discuss how a shift toward nationalism helps to win James Monroe presidency in 1816. Review with students that nationalism means a feeling of pride, loyalty, and protectiveness towards one's country. Ask students to brainstorm what they think the term sectionalism means? Note that sectionalism is loyalty to the interests of your own region or country, rather than to the nation as a whole. Point out that at the same time nationalism was spreading, sectionalism threatened to split the nation apart. Brainstorm the differences between the South (relied heavily on cotton and slavery) while the Northeast (their wealth was based on manufacturing and trade). Have students summarize how the two different economies could pose a problem. Refer to p. 357 and state that sectionalism became a major issue when Missouri applied to become a state in 1817. Suggested Activities: Cicero Guided Reading: The Missouri Compromise/Discussion Questions</th>
</tr>
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<tbody>
<tr>
<td>Students will explain the Monroe Doctrine</td>
<td>Refer to Monroe Doctrine p. 359. Tell the class that the nation felt threatened not only by sectionalism, but by events occurring elsewhere. Point out because of this President Monroe issued a statement that became known as the Monroe Doctrine. This stated that the Americas were closed to further colonization.</td>
</tr>
</tbody>
</table>
Suggested Activities:
Follow Cicero Lesson on Monroe Doctrine: Review Key Vocabulary for introduction, Historical Background, Follow procedure-
Pose the following question: What did the United States hope to accomplish by announcing the Monroe Doctrine?- Pair the students and read about the circumstances surrounding the release of the Monroe Doctrine. 2. Student pairs will take notes on the material that they find and present that information to the class.

**Homework:** Research two later examples of actions in which the United States used the Monroe Doctrine to justify its actions in Latin America and other areas.

**Assessment:** Through reflection questions and a small-group activity, students will demonstrate an understanding of the Monroe Doctrine and why it was important.

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**Learning Targets**

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| Discuss how regional differences led to a fight over presidency in the Election of 1824. Use study-island lesson to introduce the Election of 1824. Discuss how Jackson’s supporters felt Adams had made a “corrupt bargain” to win presidency. | McDougal Littell: Creating America Textbook:
The Election of 1824 p. 369-370  
Cicero Teaching Beyond the Textbook: Creative Learners Andrew Jackson:  
http://www2.cicerohistory.com/Cicero/c/7/Activities/GuidedReadings/Creative_Learners/AndrewJackson/AndrewJackson.pdf  
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**The Age of Jackson (1824-1840)**

Students will explain the importance of the 1824 election

Suggested Activities:
- Cicero Creative Learners: Andrew Jackson/Discussion Questions
| Students will analyze Jacksonian democracy and the expansion of voting rights | Discuss the Election of 1828 using Study-Island lesson as reference. Refer to p. 371 and point out to students that Jackson came from a humble background and was known as a war hero. This contributed to him winning the presidential election of 1828. Identify that Jackson promoted the idea of majority rule and that the idea of spreading political power to all the people and ensuring majority rule became known as Jacksonian democracy. Suggested Activities:  
- Cicero Guided Reading Andrew Jackson/Discussion questions | **McDougal Littell: Creating America Textbook**:  
Jacksonian Democracy p. 370  
The People's President p. 371  
Jackson Takes Office p. 371-372  
**Cicero Teaching Beyond the Textbook**:  
Guided Reading Andrew Jackson  
[http://www2.cicerohistory.com/Cicero/c/7/Activities/GuidedReadings/Secondary/AndrewJackson/AndrewJackson.pdf](http://www2.cicerohistory.com/Cicero/c/7/Activities/GuidedReadings/Secondary/AndrewJackson/AndrewJackson.pdf)  
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U.S. History  
Lesson: Changes in the New Nation: Election of 1824 |
|---|---|---|
| Students will evaluate Jackson's use of the spoils system | Introduce the term spoils system- the practice of giving government jobs to political backers. Ask students to reflect on if they think this is fair to do? Discuss how Jackson began replacing many government officials with his own supporters. Suggested Activities:  
- Refer to study-island lesson. Have students reflect of whether the spoils system was fair for a president to use. | **McDougal Littell: Creating America Textbook**:  
A New Political Era Begins p. 373  
**Study- Island**  
[www.studyisland.com](http://www.studyisland.com)  
Middle School Social Studies  
U.S. History  
Lesson: Changes in the New Nation: Spoils system |
| Students will explain the conflict between Native Americans and settlers in the Southeast | Refer to Native Americans in the Southeast reading on p. 374. Describe that by the 1820's about 100,000 Native Americans remained east of | **McDougal Littell: Creating America Textbook**:  
Native Americans in the Southeast p.374 |
the Mississippi River. Point out the five major tribes that existed was the Cherokee, Chickasaw, Choctaw, Creek, and Seminole. Discuss how whites referred to them as the five civilized tribes. Note how some whites thought the Native Americans could adapt to the white people’s customs, while others just wanted the Native Americans to move.

Suggested Activities:
- Guided Reading on Sequoyah to learn more about Native Americans’ accomplishments and assimilation/Discussion Questions

Students will evaluate Jackson’s removal policy

Review with students that Andrew Jackson has long supported a policy of moving Native Americans west of the Mississippi. Point out that he felt the government had the right to regulate where Native Americans lived. Discuss how the discovery of gold led to white settlers moving into Cherokee land. Note that Andrew Jackson turned to Congress and after a lot of debate the Indian Removal Act was passed.

Suggested Activities:
- Have students evaluate Cicero’s Primary Source Indian Removal Act. Students can write summary on what this primary document means in their own words.
<table>
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<tr>
<th>Students will describe the hardship of the Trail of Tears</th>
<th>Students will explain how Native Americans resisted removal</th>
</tr>
</thead>
</table>
| Provide students with a brief overview of the Trail of Tears using the Study-island lesson or promethean planet flipchart. Discuss as a class the hardships the Native Americans went through. Suggested Activities:  
  - Show Brain Pop video on Trail and Tears and complete vocabulary sheet as video plays  
  - Read Creative Learners Reading on Trail of Tears- discuss and answer follow-up questions  
  - As a class, assign different reading roles and complete dialogue “The Story of the Trail of Tears” | Read and discuss Native American Resistance to have students understand that not all Cherokees moved west when forced to. Read on page 378 More About The Second Seminole War. Point out |
| **McDougal Littell: Creating America Textbook:** Jackson's Removal Policy p.375-376  
The Trail of Tears p. 376-377  
**Brain Pop Video: Trail of Tears** http://www.brainpop.com/socialstudies/ushistory/trailoftears/preview.weml  
**Cicero Teaching Beyond the Textbook: Creative Learners Trail of Tears** http://www2.cicerohistory.com/Cicero/c/7/Activities/GuidedReadings/Creative_Learners/TrailOfTears/TrailOfTears.pdf  
**Cicero Teaching Beyond the Textbook: Dialogues The Story of the Trail of Tears** http://www2.cicerohistory.com/Cicero/c/7/Activities/Dialogues/CherokeeRose/CherokeeRose.pdf  
**Study- Island** www.studyisland.com  
Middle School Social Studies  
U.S. History  
Lesson: Changes in the New Nation: Trail of Tears | **McDougal Littell: Creating America Textbook:** Native American Resistance p. 378 |
that Osceola was one of the most important leaders in the war.

**Proposed Activities:**
- Propose the following to students; pretend you were a Native American being forced to leave your home in the 1830’s. Would you listen to the government or would you resist relocation? Support your answer with complete sentences.
- Show You-Tube video that shows Osceola’s last words written in a song format. Have the students write what they think Osceola’s was trying to say.

**Students will identify the issues that led to rising sectional differences**

Review the meaning behind the term “sectionalism”. Ask how might sectionalism hurt the nation? Note that the three main sections of the Nation included the Northeast, the South, and the West. The main economic issues dividing these regions were the sale of public lands, internal improvements, and tariffs.

**Suggested Activities:**
- Have students create a graphic organizer dividing the organizer by region: Northeast, South, and the West. Students can read pages 379-381 and summarize the different views of each region regarding the three major economic views.

**Students will explain how the Tariff of Abominations led to a crisis or nullification**

Explain that in the last months of John Quincy Adam's presidency, Congress passed a bill that raised tariffs on raw materials and manufactured goods. Point out that the Southerners were outraged and they felt the economic interests of the Northeast were controlling national policies. Introduce how the Southerners referred to the tariff as the Tariff of Abomination. (Review how an abomination is a hateful thing) With the fear of...

**You-Tube Video: Osceola’s Last Words**
http://www.youtube.com/watch?v=mY3uGBCF76I

**Study- Island**
www.studyisland.com
Middle School Social Studies
U.S. History
Lesson: Changes in the New Nation
Trail of Tears, Worcester v. Georgia

**McDougal Littell: Creating America Textbook**
Rising Sectional Differences p. 379-381

**Promethean Planet: Age of Jackson**

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Lesson: Changes in the New Nation
Nullification Crisis

**McDougal Littell: Creating America Textbook**
Tariff of Abominations p. 381
Crisis over Nullification p. 381

**Promethean Planet: Age of Jackson**
South Carolina leaving the Union, the doctrine of nullification was created. Discuss how John Calhoun stated that a state had the right to nullify, or reject, a federal law that is considered unconstitutional.

**Suggested Activities:**
- Show Cicero videos on nullification to provide a better understanding of the crisis that occurred. Students can follow along and fill in video question sheets.

| Students will analyze the issues in the debate over states rights | Introduce how a great debate took place in the U.S. Senate over the doctrine of nullification called the Webster-Hayne debate. Read and discuss the States’ Rights Debate p. 382-383
| | Suggested Activities:  
| | - Have students summarize each side of the debate and choose a side that they agree most with. Students should support their answer with a reason why they chose that particular side. |

| Students will describe how South Carolina’s threat to secede was resolved | Ask the class what they think the term secede means? Explain that the term secession means to withdraw from the Union. Refer to p. 383 and Study-Island lesson and highlight that South Carolina’s leaders threatened to secede. Discuss how Henry Clay came up with a compromise tariff.
| | Suggested Activities:  
| | - Learn more about Henry Clay through Cicero Heroes? You Decide Reading and create foldable or have student highlight |

| Study- Island  
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Nullification Crisis  
|  
| Cicero Teaching Beyond the Textbook: Videos on Nullification Dr. George Zilbergeld  
http://www2.cicerohistory.com/Cicero/navigate/uc/sid136.do  
|  
| McDougal Littell: Creating America Textbook :  
The States’ Rights Debate p. 382-383  
|  
| Promethean Planet: Age of Jackson  
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|  
| McDougal Littell: Creating America Textbook :  
South Carolina Threatens to Secede p. 383  
|  
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<p>|</p>
<table>
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<tr>
<th>Activity</th>
<th>Description</th>
<th>Resource URLs</th>
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| Students will explain why conflict erupted over the Second Bank of America | Refer to Study-Island lesson on the Second Bank of America. Note that the Second Bank of the United States was the most powerful bank in the country. Read p. 384 and ask students why was the Second Bank of the United States important and what was Nicolas Biddle's role in it? Read and discuss Jackson’s War on the bank.  Suggested Activities:  - Have students analyze the political cartoon on page 385. Ask students to describe what they think the political cartoon is stating.  - As a class read discuss Primary Source: Henry Clay's Response to Jackson’s Bank Veto | McDougal Littell: Creating America Textbook:  Mr. Biddle’s Bank p. 384  Jackson’s War on the Bank p. 385  
Cicero Teaching Beyond the Textbook: Henry Clay’s Veto Response  [http://www2.cicerohistory.com/Cicero/c/7/PrimarySources/LandmarkDocuments/04BankVetoResponse_HenryClay_1832.pdf](http://www2.cicerohistory.com/Cicero/c/7/PrimarySources/LandmarkDocuments/04BankVetoResponse_HenryClay_1832.pdf) |
| Students will analyze how economic prosperity turned into a depression | Refer to “Prosperity Becomes Panic” reading on p. 386 and discuss how borrowing too much money | McDougal Littell: Creating America Textbook: |
can hurt the economy. Introduce the term inflation—which is an increase in prices a decrease in the value of money. Note that this led to the Panic of 1837. Discuss how a depression- or severe economic slump followed.

**Suggested Activities:**
- Show You-Tube Video on “America’s First Great Depression” for brief overview of the Panic of 1837
- Have students compare and contrast the economic problems in 1837 to the economic problems people face today.

**Prosperity Becomes Panic** p. 386

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www.studyisland.com

Middle School Social Studies
U.S. History
Lesson: Changes in the New Nation
Second Bank of the United States

**YouTube Video on America’s First Great Depression**
http://www.youtube.com/watch?v=71GuXxMuJH4

**Promethean Planet: Age of Jackson**

**Students will explain how the Whig Party won the election of 1840**

Read and discuss “The Rise of the Whig Party” on page 386. Refer to political parties chart to more background information on the Whig Party. Read and discuss “The Election of 1840” on page 387. Note that the Whigs tried to appeal to the common people. Note that they emphasized the west in their election.

**Suggested Activities:**
- Show You-Tube video on the Election of 1840. Have students reflect on why they think the Whig Party won the Election of 1840?

**McDougal Littell: Creating America Textbook:**
- The Rise of the Whig Party p. 386
- The Election of 1840 p. 387

http://www2.cicerohistory.com/Cicero/c/5/At-a-Glance/MajorUnitedStatesPoliticalParties.pdf

**YouTube Video:**
http://www.youtube.com/watch?v=MNbGWm0X9so

**Assessments:**
1) Timeline of important events
2) Essay Questions
3) Graphic Organizers

**Modifications:** Modified tests, quizzes, assignments, partner project activities, cooperative learning groups, extended time