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| **UNIT 4****LAUNCHING THE NEW REPUBLIC****Quarter 2****Suggested Pacing: (15 days)****November 26 – December 14, 2018** |
| ***Engaging Question******How was foreign policy shaped in the United States by the early presidents and what were the consequences of America expanding her borders?***  |
| **Benchmark/Learning Target** | **Guiding Questions** | **Resources** | **Vocabulary** |
| **The First 5 Presidents**[SS.8.A.1.1](http://www.cpalms.org/Public/PreviewStandard/Preview/6102) Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments.**Remarks/Examples:**Students should be encouraged to utilize FINDS (Focus, Investigage, Note, Develop, Score), Florida's research process model accessible at:[http://www.fldoe.org/bii/Library\_Media/pdf/12TotalFINDS.pdf](https://www.youtube.com/watch).[SS.8.A.1.2](http://www.cpalms.org/Public/PreviewStandard/Preview/6103) Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.[SS.8.A.1.4](http://www.history.com/news/8-things-you-may-not-know-about-the-louisiana-purchase) Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.[SS.8.A.1.5](http://www.cpalms.org/Public/PreviewStandard/Preview/3247) Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.[SS.8.A.1.6](http://www.cpalms.org/Public/PreviewStandard/Preview/3252) Compare interpretations of key events and issues throughout American History.[SS.8.A.3.12:](http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf) Examine the influences of George Washington's presidency in the formation of the new nation. **Remarks/Examples:**Examples may include, but are not limited to, personal motivations, military experience, political influence, establishing Washington, D.C. as thenation's capital, rise of the party system, setting of precedents (e.g., the Cabinet), Farewell Address.[SS.8.A.3.13:](http://www.cpalms.org/Public/PreviewStandard/Preview/6104) Explain major domestic and international economic, military, political, and socio-cultural events of John Adams's presidency.**Remarks/Examples:**Examples may include, but aren ot limited to, XYZ Affairs, Alien and Sedition Acts, Land Act of 1800, the quasi-war, the Midnight Judges.[SS.8.A.3.14:](http://www.cpalms.org/Public/PreviewStandard/Preview/3274) Explain major domestic and international economic, military, political, and socio-cultural events of Thomas Jefferson's presidency.**Remarks/Examples:**Examples may include, but are not limited to, Election of 1800, birth of political parties, Marbury v. Madison, judicial review, Jefferson's FirstInaugural Address, Judiciary Act of 1801, Louisiana Purchase, Barbary War, Lewis and Clark Expedition, Hamilton and Burr conflict/duel, Embargo of1807.[SS.8.A.3.15:](http://www.cpalms.org/Public/PreviewStandard/Preview/3251) Examine this time period (1763-1815) from the perspective of historically under-represented groups (children, indentured servants, Native Americans, slaves, women, working class). [SS.8.A.4.12](http://www.cpalms.org/Public/PreviewStandard/Preview/3288) Examine the effects of the 1804 Haitian Revolution on the United States acquisition of the Louisiana Territory.[SS.8.E.3.1](http://www.cpalms.org/Public/PreviewStandard/Preview/3248) Evaluate domestic and international interdependence.[SS.8.E.2.2](http://www.cpalms.org/Public/PreviewStandard/Preview/6105) Explain the economic impact of government policies.[SS.8.C.1.3](http://www.cpalms.org/Public/PreviewStandard/Preview/3305) Recognize the role of civic virtue in the lives of citizens and leaders from the colonial period through Reconstruction.[SS.8.C.1.4](http://www.cpalms.org/Public/PreviewStandard/Preview/3272) Identify the evolving forms of civic and political participation from the colonial period through Reconstruction.[SS.8.C.2.1](http://www.cpalms.org/Public/PreviewStandard/Preview/3273) Evaluate and compare the essential ideals and principles of American constitutional government expressed in primary sources from the colonial period to Reconstruction. |  **#1:**How did George Washington’s presidency impact the formation of the new nation?**#2:**How did the Federalist and Republican visions for the United States differ?**#3:**What were the major domestic and international economic, military, political, and sociocultural events of John Adams’s presidency?**#4:**How did the foreign policy of the United States develop under the first five presidents (Washington, Adams, Jefferson, Madison, Monroe) and to what extent was each president’s foreign policy decisions successful?**#5:**To what extent should the United States have become involved in world affairs in the early 1800s? | ***Discovering our Past: A History of the United States Early Years – McGraw-Hill******Chapters 9 - 10*** **Graphic Organizer:** Compare and Contrast or Double Bubble graphic organizer on Republicans vs. Federalists**Video Resources:**History Channel: The Presidents (Washington-Monroe)[https://www.youtube.com/watch?v=KbyymEZgRos&list=PLhOosdKy4KKiVtW5QHARh78U3Tzx\_jsbN](http://www.cpalms.org/Public/PreviewStandard/Preview/3250?v=KbyymEZgRos&list=PLhOosdKy4KKiVtW5QHARh78U3Tzx_jsbN) Washington’s Farewell Address [https://www.youtube.com/watch?v=gtlNf3DmbM4](http://www.cpalms.org/Public/PreviewStandard/Preview/3275?v=gtlNf3DmbM4)Alien and Sedition Acts <http://www.ushistory.org/us/19e.asp>XYZ Affair [https://www.youtube.com/watch?v=uw0KcA59\_8s](http://www.cpalms.org/Public/PreviewStandard/Preview/3306?v=uw0KcA59_8s)Embargo Act[https://www.youtube.com/watch?v=PCoSuDdAUuc](http://www.cpalms.org/Public/PreviewStandard/Preview/3309?v=PCoSuDdAUuc)Louisiana Purchase[http://www.history.com/news/8-things-you-may-not-know-about-the-louisiana-purchase](http://www.cpalms.org/Public/PreviewStandard/Preview/3312)War of 1812 <https://www.youtube.com/watch?v=F0Kbn8hFT1Q>Monroe Doctrine [https://www.youtube.com/watch?v=aZF3vps3DXk](http://www.cpalms.org/Public/PreviewStandard/Preview/3314?v=aZF3vps3DXk)**ESE/ESOL Strategies**:Pairs CheckCornell NotesThinking MapsTicket out the Door3-2-1Mix-Pair-ShareLiteracy Circles**Advanced/Honors Classes:**For all advanced/honors classes the expectation is to increase the rigor, research and writing expectations, along with the speed at which the curriculum is taught. | Monroe DoctrineWhiskey Rebellion Washington’s Farewell Addressloose constructionstrict constructionseditionnullifystates’ rights theoryaccumulatedresolutionsneutralityisolationismembargoblockade |
| [SS.8.G.6.1:](https://www.youtube.com/watch) Use appropriate maps and other graphic representations to analyze geographic problems and changes over time throughout American history. [SS.8.G.1.1](https://www.youtube.com/watch) Use maps to explain physical and cultural attributes of major regions throughout American history.[SS.8.G.1.2](http://www.cpalms.org/Public/PreviewStandard/Preview/3316) Use appropriate geographic tools and terms to identify and describe significant places and regions in American history.**Reading**LAFS.68.RH.1.1LAFS.68.RH.1.2LAFS.68.RH.1.3LAFS.68.RH.2.4LAFS.68.RH.2.5LAFS.68.RH.2.6LAFS.68.RH.3.7LAFS.68.RH.3.8LAFS.68.RH.3.9**Writing**LAFS.68.WHST.1.1LAFS.68.WHST.2.4LAFS.68.WHST.2.5LAFS.68.WHST.2.6LAFS.68.WHST.3.7LAFS.68.WHST.3.8LAFS.68.WHST.3.9LAFS.68.WHST.4.10 |  |  |  |
| **Literacy Benchmarks/Learning Targets***The literacy standards are to be taught recursively throughout the unit to support student understanding of content and create authentic student engagement with the content.*  | **Reading for History:**LAFS.68.RH.1.1LAFS.68.RH.1.2LAFS.68.RH.1.3LAFS.68.RH.2.4LAFS.68.RH.2.5LAFS.68.RH.2.6LAFS.68.RH.3.7LAFS.68.RH.3.8LAFS.68.RH.3.9 | **Writing for History:**LAFS.68.WHST.1.1LAFS.68.WHST.2.4LAFS.68.WHST.2.5LAFS.68.WHST.2.6LAFS.68.WHST.3.7LAFS.68.WHST.3.8LAFS.68.WHST.3.9LAFS.68.WHST.4.10 | **Speaking and Listening:** [LAFS.8.SL.1.1:](https://www.youtube.com/watch)Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.[**LAFS.8.SL.1.2:**](https://www.youtube.com/watch)Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.[**LAFS.8.SL.1.3:**](http://www.cpalms.org/Public/PreviewStandard/Preview/3330)Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.[**LAFS.8.SL.2.4:**](http://www.cpalms.org/Public/PreviewStandard/Preview/3315)Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. |
| **Possible topics for smaller focused writing:**Describe how George Washington’s policy of neutrality evolved into isolationism.Explain the sequence of events that led Napoleon Bonaparte to sell the Louisiana Territory to the United States. Discuss whether or not the Alien and Sedition Acts were unconstitutional. |