

Unit Two: Republicanism, Nationalism, and Democracy

AP U.S. History / ECE History 1501

10 Class Meetings

Revised June 2019

Essential Questions

- To what extent do elections lay the foundation for change?
- To what extent has the United States had a mission to expand freedom and democracy?

Enduring Understandings with Unit Goals

EU 1: The market revolution brought social, political, and economic changes to American society.

- Analyze the political, social, economic, and environmental effects of the market revolution
- Explain how economic specialization led to cultural and political differences between the Northeast and the South

EU 2: The nation's transformation to a more participatory democracy was accompanied by continued debates over federal power and the rights and responsibilities of individual citizens.

- Compare the ideologies of early political parties in the United States
- Justify Andrew Jackson's election as a turning point in American political history

Standards

Common Core State Standards/College and Career Readiness Anchor Standards:

- **CCSS.ELA-Literacy.RH.11-12.1** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- **CCSS.ELA-Literacy.RH.11-12.2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- **CCSS.ELA-Literacy.RH.11-12.3** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- **CCSS.ELA-Literacy.RH.11-12.4** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.
- **CCSS.ELA-Literacy.RH.11-12.5** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

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- **CCSS.ELA-Literacy.RH.11-12.7** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- **CCSS.ELA-Literacy.RH.11-12.8** Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- **CCSS.ELA-Literacy.RH.11-12.9** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- **CCSS.ELA-Literacy.WHST.11-12.1** Write arguments focused on *discipline-specific content*.
- **CCSS.ELA-Literacy.WHST.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **CCSS.ELA-Literacy.WHST.11-12.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- **CCSS.ELA-Literacy.WHST.11-12.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **CCSS.ELA-Literacy.WHST.11-12.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- **CCSS.ELA-Literacy.WHST.11-12.9** Draw evidence from informational texts to support analysis, reflection, and research.
- **CCSS.ELA-Literacy.SL.11-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

College Career and Civic Life – C3 Framework for Social Studies State Standards:

- **D2.His.14.9-12.** Analyze multiple and complex causes and effects of events in the past.
- **D2.His.16.9-12.** Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.
- **D2.His.3.9-12.** Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

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MSMHS Academic, Civic, and Social Competencies

Competency 1: Read and write effectively for a variety of purposes

Competency 2: Speak effectively with a variety of audiences in an accountable manner

Competency 5: Contribute to a positive learning environment with respect and responsibility

Unit Content Overview

College Board Key Concept Alignment: 3.2, 3.3, 4.1, 4.2, 4.3

- Washington’s Administration
- Federalists and Democratic-Republicans
- Adams’ Administration
- Jefferson’s Administration
- Louisiana Purchase
- War of 1812
- Market Revolution
- Regional economic specialization
- Jacksonian Democracy
- Nullification Crisis
- Bank War
- Trail of Tears
- Whigs
- Slavery in the Old South
- Antebellum Reform Movements
- Current Event Connections

Daily Learning Objectives with TWPS Activities

Students will be able to...

- Explain the factors that contributed to the creation of political parties in the United States
 - *What challenges did the founders face when trying to establish a nation that was ‘e pluribus unum’? Use support from the readings in your response.*
- Compare and contrast the actions of Thomas Jefferson as president against the philosophies that defined the Republican Party which he led

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- *How would you describe the core beliefs of the Republican Party? Use evidence from the Gallery Walk.*
- Evaluate the extent to which the War of 1812 contributed to maintaining continuity as well as fostering change
 - *What forces led Americans to declare war on Britain in 1812? Use evidence from the documents provided to support your response.*
- Analyze the political, social, economic, and environmental effects of the market revolution
 - *How revolutionary was the market revolution of the early 1800s? Use evidence from the primary source texts to support your response.*
- Explain the challenges and decisions facing Andrew Jackson's presidency
 - *What challenges did Andrew Jackson face during his presidency and how did he try to address them?*
- Justify Andrew Jackson's election as a turning point in American political history
 - *To what extent was Andrew Jackson a symbol of a democratic America? Use evidence from the readings to support your response.*
- Create a reasoned argument about Jacksonian democracy using evidence from multiple relevant historical sources
 - *To what extent did the Jackson Administration and its actions represent a turning point in American Democracy?*
- Compare the labor systems in the Northeast and Old South and explain how economic specialization led to cultural and political differences between the regions
 - *In what ways did the events of the early 1800s create the conditions for the American social identity?*
- Explain the causes and results of reform movements in the United States during the early to mid-nineteenth century
 - *Have reformers had a significant impact on the problems of American society? Use specific examples to support your response.*

Instructional Strategies/Differentiated Instruction

- **HLP:** Academically Productive Talk
- **HLP:** Writing to Learn (TWPS)
- **HLP:** Effective Feedback
- Textbook, Primary Source, and Historical Scholarship Readings
- Vocabulary Lists (IDs)
- HAPPY Document Analysis/Living DBQ

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- DBQ Workshop
- Lecture
- Reading and Lecture Quizzes
- Roundtable Discussions
- One Pager Writing Activity
- Essay writing and DBQs
- Flexible grouping
- Examination of exemplary student work
- Teacher modeling
- Guided practice
- Student self-assessment
- Graphic organizers/outline
- Student restating information
- Rephrasing information for students
- Videos Clips

Interdisciplinary Connections:

- Mathematics: Chart Analysis
- English: Scholarly Reading and Research, Source Evaluation

Assessments

FORMATIVE ASSESSMENTS:

- ID List: *America Past and Present* Chapters 7-12
- Oral Questioning
- Warm Ups
- Exit Slips
- Homework
- Accountable Talk Discussions
- Daily Think-Write-Pair-Share (TWPS)
- Cause-Effect-Solution Exercise
- Short Answer Practice
- Multiple Choice Practice
- Higher Order Thinking (HOT) Question Exit Tickets
- Andrew Jackson Debate
 - MSMHS Rubric 2: Accountable Talk
 - Self-Assessment

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- DBQ: Jacksonian Democracy
 - MSMHS Rubric 1: Literacy
 - Self-Assessment
- Roundtable: Reformer Roundtable
 - MSMHS Rubric 2: Accountable Talk
 - Self-Assessment

SUMMATIVE ASSESSMENTS:

- Quiz: Chapters 7 and 8 (EU 1)
- Roundtable: Reformer Roundtable (EU 1)
- Quiz: Chapters 9 and 10 (EU 2)
- Andrew Jackson Debate (EU 2)
- DBQ: Jacksonian Democracy (EU 2)
- Unit Test (IDs and Essay)

Unit Task

Unit Task Name: DBQ: Jacksonian Democracy

Description: Students will write an essay on Jacksonian Democracy (EU 2). Using the College Board format (bulleted items listed on the College Board scoring rubric), they will be given a prompt to address, along with seven primary or secondary documents to incorporate into their responses. Their responses should do the following:

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using at least six documents.
- Use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For at least three documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

Evaluation: MSMHS Rubric 1: Literacy

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Unit Resources

- Textbook (*AMERICA: Past and Present AP Edition*)
- Armstrong, Stephen. *5 Steps to a 5 AP US History*, 2018. McGraw-Hill, 2018.
- Supplementary Reading Excerpts:
 1. *Constructing the American Past: A Source Book of a People's History, Volume 1*
 2. *Major Problems in American History, Volume 1 – to 1877*
 3. *Taking Sides: Clashing Views in United States History, Volume I – The Colonial Period to Reconstruction*
 4. *Documenting United States History*
- Primary Source Documents
- MSMHS School-wide Rubrics
- Documentary Video Clips
- Laptops
- Internet