The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the US History Social Studies Course.

### US History - Unit 4 – Early Republic, Expansion, and Reform

**Elaborated Unit Focus**

In Unit 4, students will study the key events in the Presidencies of George Washington, John Adams, Thomas Jefferson, James Madison, and James Monroe. The unit includes relationships with other nations, expansion and the development of a national identity. Students will also study the key events of Andrew Jackson’s presidency, Manifest Destiny, and the social reforms of the early 19th Century. The information in this unit will help students understand the causes of the Civil War to be studied in the next unit.

**Beliefs and Ideals**

- Social Reform Movements – Second Great Awakening, temperance, public schools, women’s rights, abolitionism

**Conflict and Change**

- Alien and Sedition Acts
- Louisiana Purchase
- War of 1812
- Monroe Doctrine

**Individuals, Groups, and Institutions**

- Presidencies of George Washington, John Adams, Thomas Jefferson, James Madison, James Monroe
- Presidency of Andrew Jackson

**Movement/Migration**

- Lewis and Clark Expedition

**Technological Innovation**

- Inventions of the Early 19th Century – Cotton Gin and Interchangeable Parts

**GSE for Social Studies (standards and elements)**

**SSUSH6 Analyze the challenges faced by the first five presidents and how they responded.**

a. Examine the presidency of Washington, including the precedents he set.


c. Explore Jefferson’s expansion of presidential power including the purchase and exploration of the Louisiana Territory.

d. Explain James Madison’s presidency in relation to the War of 1812 and the war’s significance in the development of a national identity.

e. Explain James Monroe’s presidency in relation to the Monroe Doctrine.
### SSUSH7 Investigate political, economic, and social developments during the Age of Jackson.

- a. Explain Jacksonian Democracy, including expanding suffrage, the Nullification Crisis and states’ rights, and the Indian Removal Act.
- b. Explain how the North, South, and West were linked through industrial and economic expansion including Henry Clay and the American System.
- c. Explain the influence of the Second Great Awakening on social reform movements, including temperance, public education, and women’s efforts to gain suffrage.
- d. Explain how the significance of slavery grew in American politics including slave rebellions and the rise of abolitionism.

### Connection to Literacy Standards for Social Studies (reading and/or writing)

- **L11-12WHST1-**
  Write arguments focuses on discipline-specific content.

- **L11-12WHST2-**
  Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments or technical processes.

- **L11-12WHST4-**
  Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.

- **L11-12WHST5-**
  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

- **L11-12WHST7-**
  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.

- **L11-12RHSS2-**
  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.

- **L11-12RHSS4-**
  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 (e.g., how Madison defines faction in Federalist No. 10).

- **L11-12RHSS7-**
  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.

- **L11-12RHSS8-**
  Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.
### Connection to Social Studies Matrices (information processing and/or map and globe skills)

<table>
<thead>
<tr>
<th>Information Processing Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Compare Similarities and Differences</td>
</tr>
<tr>
<td>2. Organize items chronologically</td>
</tr>
<tr>
<td>3. Identify Issues and/or problems and alternative solutions</td>
</tr>
<tr>
<td>4. Distinguish between fact and opinion</td>
</tr>
<tr>
<td>5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context</td>
</tr>
<tr>
<td>6. Identify and use primary and secondary source</td>
</tr>
<tr>
<td>11. Draw conclusions and make generalizations</td>
</tr>
<tr>
<td>15. Determine adequacy and/or relevancy of information</td>
</tr>
</tbody>
</table>
### Essential Questions and Related Supporting/Guiding Questions

<table>
<thead>
<tr>
<th>Enduring Understanding 1</th>
<th>How do the actions of individuals, groups, and institutions affect society?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individuals, Groups, and Institutions</td>
<td>- How did the early presidents solve the problems that faced them and shape American identity?</td>
</tr>
<tr>
<td></td>
<td>- How did George Washington create a model for the American Presidency?</td>
</tr>
<tr>
<td></td>
<td>- How was Presidential power expanded during the early Republic?</td>
</tr>
<tr>
<td></td>
<td>- How did the development of political parties influence the office of President?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enduring Understanding 2</th>
<th>How did the United States change during the Early Republic?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conflict and Change</td>
<td>- How did the United States physically expand and how did this impact American Indians?</td>
</tr>
<tr>
<td>Beliefs and Ideals</td>
<td>- How did Social Reform Movements influence change in society?</td>
</tr>
<tr>
<td>Production, Distribution, Consumption</td>
<td>- How was a national American identity created?</td>
</tr>
<tr>
<td></td>
<td>- How did industrial development and physical growth influence the American economy?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enduring Understanding 3</th>
<th>What was the relationship between the United States and foreign nations during the Early Republic?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beliefs and Ideals</td>
<td>- How did George Washington attempt to influence the role of the United States in foreign affairs?</td>
</tr>
<tr>
<td></td>
<td>- How did conflict between the British and French impact the United States?</td>
</tr>
<tr>
<td></td>
<td>- How did the Monroe Doctrine influence the relationship of the United States with other nations?</td>
</tr>
</tbody>
</table>
### Sample Instructional Activities/Assessments

**Presidency of George Washington RAFT Writing Assignment**

In this culminating lesson on the Presidency of George Washington, students will summarize their learning and create a RAFT writing assignment. RAFT assignments allow students choice in the Role, Audience, Format, and Topic of their Writing. Student handout appears on the next page.

<table>
<thead>
<tr>
<th>GSE Standards and Elements</th>
<th>SSUSH6a-</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Examine the presidency of Washington, including the precedents he set.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Literacy Standards</th>
<th>L11-12WHST2-</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</td>
</tr>
</tbody>
</table>

| | L11-12WHST4- |
| | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |

| | Information Processing Skills- |
| | 3. Identify Issues and Problems and alternative solutions |
| | 5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context |
| | 11. Draw Conclusions and Make Generalizations |

<table>
<thead>
<tr>
<th>Social Studies Matrices</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Enduring Understanding(s)</td>
<td>Individuals, Groups, and Institutions</td>
</tr>
</tbody>
</table>

GSE Standards and Elements

**L11-12WHST2-**
Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

**L11-12WHST4-**
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Information Processing Skills-**
3. Identify Issues and Problems and alternative solutions
5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context
11. Draw Conclusions and Make Generalizations
**R. A. F. T. Writing Assignment**

Directions: Choose one box from each column below. Use the role, audience, format, and topic you have selected to create a 200-word product based on what you have learned about the Presidency of George Washington. Please make sure all writing products have school appropriate subjects and language.

<table>
<thead>
<tr>
<th>ROLE</th>
<th>AUDIENCE</th>
<th>FORMAT</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>George Washington</td>
<td>The President</td>
<td>Letter to the Editor</td>
<td>Washington’s Election</td>
</tr>
<tr>
<td>Cabinet Member</td>
<td>Cabinet Member</td>
<td>How- To Guide</td>
<td>Washington’s Cabinet</td>
</tr>
<tr>
<td>Journalist</td>
<td>American People</td>
<td>Three minute speech</td>
<td>Washington’s Precedents</td>
</tr>
<tr>
<td>Veteran of the Revolution</td>
<td>Veterans of the Revolution</td>
<td>Song</td>
<td>National Debt</td>
</tr>
<tr>
<td>Former Loyalist</td>
<td>State Government Leaders</td>
<td>Arrest Report</td>
<td>National Bank</td>
</tr>
<tr>
<td>American Businessman</td>
<td>American Businessmen</td>
<td>Diary</td>
<td>Creation of Political Parties</td>
</tr>
<tr>
<td>Foreign Leader</td>
<td>Foreign Leaders</td>
<td>Poem</td>
<td>Whiskey Rebellion</td>
</tr>
<tr>
<td>Federalist</td>
<td>Federalists</td>
<td>Advice column</td>
<td>Neutrality Proclamation</td>
</tr>
<tr>
<td>Democratic-Republican</td>
<td>Democratic-Republicans</td>
<td>“How I spent my summer” report</td>
<td>Jay’s Treaty</td>
</tr>
<tr>
<td>American Military Leader</td>
<td>Newspaper Editor</td>
<td>Newspaper Article</td>
<td>Washington’s Farewell Address</td>
</tr>
</tbody>
</table>
### Alien and Seditions Acts Activity

After studying the Alien and Sedition Acts, students will choose writing, drawing, or the creation of memes to summarize the impact of the acts on the Presidency of John Adams and on the nation. The assignment instructions appear below.

<table>
<thead>
<tr>
<th>GSE Standards and Elements</th>
<th>SSUSH6b- Explain the presidency of John Adams including the Sedition Act and its influence on the election of 1800.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy Standards</td>
<td>L11-12WHST1- Write arguments focused on discipline-specific content.</td>
</tr>
<tr>
<td></td>
<td>L11-12RHSS7- 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.</td>
</tr>
<tr>
<td>Enduring Understanding(s)</td>
<td>Conflict and Change</td>
</tr>
</tbody>
</table>

#### Alien and Sedition Acts Activity

Complete one of the following activities to demonstrate your learning about the Alien and Sedition Acts and the controversy surrounding them. Choose one of the following activities:

- Write a letter to the President supporting the legislation. Your letter must explain three reasons why you support the president and his legislation.
- Write an opinion piece for the newspaper criticizing the legislation. Your letter must explain three reasons why you do not support the legislation.
- Create a political cartoon either supporting or criticizing the Alien and Sedition Acts.
- Create three memes either supporting or criticizing the Alien and Sedition Acts.
## Lewis and Clark Journal Entries

Students will use maps, a secondary source, and the journals of Lewis and Clark to understand the significance of the journey and the scope of the Louisiana Purchase. The student handout begins on the next page.

<table>
<thead>
<tr>
<th>GSE Standards and Elements</th>
<th>SSUSH6c- Explore Jefferson’s expansion of presidential power including the purchase and exploration of the Louisiana Territory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy Standards</td>
<td>L11-12RHSS2- 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.</td>
</tr>
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<td></td>
<td>L11-12RHSS4- 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 (e.g., how Madison defines faction in Federalist No. 10).</td>
</tr>
<tr>
<td>Social Studies Matrices</td>
<td>Map and Globe Skills- 4. Compare and Contrast the categories of natural, cultural, and political features found on maps 7. Use a map to explain the impact of geography on historical and current events 8. Draw conclusions and make generalizations based on information from maps 11. Compare maps with data sets and/or readings to draw conclusions and make generalizations</td>
</tr>
<tr>
<td>Enduring Understanding(s)</td>
<td>Information Processing Skills- 3. Identify Issues and/or problems and alternative solutions 5. Identify main idea, detail, sequence of Events, and cause and effect in a social studies context 6. Identify and use primary and secondary sources 11. Draw conclusions and make generalizations</td>
</tr>
</tbody>
</table>

Conflict and Change, Movement/Migration
The Louisiana Purchase and the Lewis and Clark Expedition

Directions: Please answer the questions below.

**Part 1 – Louisiana Purchase**
1. Answer the following questions about the Louisiana Purchase:
   - When was the purchase completed?
   - What country sold the land? Who was its leader?
   - What country bought the land? Who was its leader?
   - How much did the land cost?

Please use the exhibit below to answer the following questions.

Source: [https://commons.wikimedia.org/wiki/File:LouisianaPurchase.png](https://commons.wikimedia.org/wiki/File:LouisianaPurchase.png)

2. What modern day states were a part of the Louisiana Purchase?
   - a - ___________________________ h - ___________________________
   - b - ___________________________ i - ___________________________
   - c - ___________________________ j - ___________________________
   - d - ___________________________ k - ___________________________
   - e - ___________________________ l - ___________________________
   - f - ___________________________ m - ___________________________
   - g - ___________________________
Part 2 - Introduction to the Lewis and Clark Expedition

On May 22, 1804, Meriwether Lewis, William Clark, and members of the Corps of North West Discovery left St. Louis for what was to become a difficult journey to the Pacific Ocean. They went in search of a water passage that they believed would link the eastern coast of the young American republic to the shores of the Pacific Ocean. In a written communication to Lewis on June 20, 1803, President Thomas Jefferson set forth the primary goals of the Corps: "The object of your mission is to explore the Missouri river, & such principal streams of it, as, by it's course and communication with the waters of the Pacific ocean...may offer the most direct & practicable water communication across this continent for the purposes of commerce."

During their two year expedition, Lewis and Clark collected, described, packed and sent east plant, animal, and mineral specimens. They made maps, charted hazardous terrain, and described Indian languages. Implements, food, clothing, and housing were studied. Objects of Indian manufacture were obtained from the tribes along their route. Jefferson cautioned Lewis and Clark to "treat [the Indians] in the most friendly and conciliatory manner which their own conduct will admit" and further urged them to invite Indian leaders to visit him in Washington. Lewis and Clark complied with this request.

3. What was the name of the group who was sent on this expedition?

4. Who were their leaders?

5. What instructions did Thomas Jefferson give the group about the goals of their expedition?

6. What were some of the things Lewis and Clark studied on their journey? Name at least 5.

7. Who is Jefferson eager to meet?
Part 3 – Map of Lewis and Clark’s Expedition

Red = Outward Journey
Blue = Return Journey
Source: https://upload.wikimedia.org/wikipedia/commons/4/4c/Lewis_and_Clark_Expo_Map.jpg

8. Where did Lewis and Clark’s Expedition start from in 1804?

9. What major landform did Lewis and Clark have to cross to get into the Western US?

10. What was the farthest point west reached by the expedition?
Part 3 – The Journals of Lewis and Clark
Directions: President Jefferson required the men on the journey to write in their journals each day. The journals give us an idea of the challenges the men met as they headed west and then returned home. Use the journal entries below to answer the following questions.

September 04, 1805
Written by Joseph Whitehouse about the group’s attempt to cross the Rocky Mountains “the morning clear but very cold our mockersons froze hard. the mountains covred with Snow. 2 mountain Sheep Seen by one of the men. we delayed untiill about 8 oClock A. M. then Set out and ascended a mountain without any thing to eat. the Snow lay on the mout. So that it kep on our mockisons the air very cold our fingers aked with the cold. we [de]scended the mountain down a rough rockey way and along through a large thicket of bolsom fer timber in which we killed a dozen fessents then descended down in to a large valley on a branch and halted to dine our hunter killed a Deer. Saw fresh Indian Sign. we Eat our deer. ...
towards evening we arived at a large Encampment of the flat head nation which is a large band of the nation of about 40 lodges. they have between 4 and 500 well looking horses now feeding in this valley ... they received us as friends and appeared to be glad to See us.... the natives are light Complitioned decent looking people the most of them well cloathed with Mo. Sheep and other Skins. they have buffalow Robes leather lodges to live in, but have no meat at this time. but gave us abundance of their dried fruit Such as Servis berrys cherries different kinds of roots all of which eat very well. they tell us that we can go in 6 days to where white traders come and that they have Seen bearded men who came [from] a river to the North of us 6 days march but we have 4 mountains to cross before we come on that River.”

11. Make a list of all of the challenges Joseph Whitehouse describes in this entry.

- 
- 
- 
- 

12. How much longer will it take them to get over the Mountains?
 Students will create a storyboard about the War of 1812, using drawings and words to summarize their learning of the event. The student handout appears on the next page.

<table>
<thead>
<tr>
<th>GSE Standards and Elements</th>
<th>SSUSH6d- Explain James Madison’s presidency in relation to the War of 1812 and the war’s significance in the development of a national identity.</th>
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<td>Literacy Standards</td>
<td>L11-12RHSS7- 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.</td>
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| Social Studies Matrices    | **Information Processing Skills**-  
2. Organize items chronologically  
3. Identify issues and/or problems and alternative solutions  
5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context  
11. Draw conclusions and make generalizations |
| Enduring Understanding(s) | Conflict and Change |
Name ____________________________

War of 1812 Storyboard

Directions: Imagine you are producing a movie about the War of 1812. Create a storyboard of your film, including the causes of the war, the role of President Madison, and the war's role in the creation of a national identity. Include a sketch of each scene and a brief description of the action taking place in it.

__________________________________________  _______________________________________

__________________________________________  _______________________________________

__________________________________________  _______________________________________

__________________________________________  _______________________________________

__________________________________________  _______________________________________

__________________________________________  _______________________________________

__________________________________________  _______________________________________
Students will participate in a simulation to help them understand the context and importance of the Monroe Doctrine. In groups, students will represent one of the six nations or regions and try to navigate the complex international diplomacy of the period.

<table>
<thead>
<tr>
<th>GSE Standards and Elements</th>
<th>SSUSH6e- Explain James Monroe’s presidency in relation to the Monroe Doctrine.</th>
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<td>Literacy Standards</td>
<td>L11-12RHSS8- Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</td>
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| Social Studies Matrices   | **Information Processing Skills**-  
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3. Identify Issues and/or Problems and Alternative Solutions  
5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context  
11. Draw Conclusions and make generalizations  
15. Determine adequacy and/or relevancy of information |
| Enduring Understanding(s) | Conflict and Change |

The simulation and all supporting documents can be found here:  
https://historylessonplans136.wordpress.com/2008/10/19/monroe-doctrine-simulation/
**Trial of Andrew Jackson**

Students will put Andrew Jackson and his policies on trial in this simulation. Teachers will need six attorneys, six witnesses, and jurors to complete this assignment over three days. Instructions, graphic organizers, and a trial script are included along with assignments for the witnesses and jurors. The trial is prepared on Days One and Two. On day Three, the classroom becomes a courtroom as attorneys question witnesses and jurors decide if Andrew Jackson should be removed from office. Please see the teacher directions and student handouts.

<table>
<thead>
<tr>
<th>GSE Standards and Elements</th>
<th>SSUSH7a- Explain Jacksonian Democracy, including expanding suffrage, the Nullification Crisis and states’ rights, and the Indian Removal Act.</th>
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</thead>
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<tr>
<td>Literacy Standards</td>
<td>L11-12WHST1- Write arguments focuses on discipline-specific content.</td>
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<td>Social Studies Matrices</td>
<td>Information Processing Skills- 3. Identify Issues and/or problems and alternative solutions 5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context 11. Draw conclusions and make generalizations 15. Determine adequacy and/or relevancy of information</td>
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<td>Enduring Understanding(s)</td>
<td>Individuals, Groups, and Institutions</td>
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**Teacher Instructions for Andrew Jackson Trial**

Note: This assignment has been adapted from an assignment found here: [https://www.gilderlehrman.org/history-by-era/jackson-lincoln/resources/common-man-and-contradictions-mock-trial-andrew-jackson](https://www.gilderlehrman.org/history-by-era/jackson-lincoln/resources/common-man-and-contradictions-mock-trial-andrew-jackson)

**Day One:**
1. The teacher hands out “Trial of Andrew Jackson Simulation Instructions” and introduces the assignment.

2. The teacher chooses six Attorneys, three for the Prosecution (against Jackson) and three for the Defense (for Jackson). Teacher can ask for volunteers or choose in advance.

3. The Six Attorneys should be given the following handouts:
   - Attorney Instructions – Gives the Attorneys an Idea of what is expected from them over the three-day simulation and includes their tasks for each day. It also includes common objections for use during the trial.
   - Attorney Questions – The three attorneys should divide the witnesses in an effort to learn some basic information about who each of the witnesses are. The witnesses themselves will provide additional information in day two of the simulation.
• Prosecution Preparation Form or Defense Preparation Form – This is the script the students will use to plan the trial. The teacher should explain the basics of Opening and Closing Statements and Direct and Cross Examination.

4. Any student not serving as an attorney becomes a witness. Each student should be given a “Witness Background Affidavit”. In advance, the teacher should write the witness names on the top or walk around and assign each student a witness to represent (the list is on the “Trial of Andrew Jackson Simulation Instructions”). The witnesses are responsible for providing background information to the attorneys. They should complete their affidavits by the end of the class period so the teacher can make photocopies (two total – one for each set of attorneys) before the next class period.

Day Two:
1. The attorneys should be presented with the copies of the Witness Affidavits. Give them a few minutes to decide which three witnesses most helps their case. When they’ve made their decisions, they enter the “Discovery” period. Have one representative from each side come to the board and write down the names of the witnesses they wish to call. They cannot call the same witness. Witnesses cannot decide they don’t want to participate.

2. The six witnesses called go and work with the attorneys. They are responsible for helping the attorneys prepare their case as the “expert” on their assigned witness.

3. All remaining students become jurors. Jurors should be given a copy of the Impeachment Reading and Questions. Teachers should also create an assignment about Jury Requirements in your county.

Day Three:
1. Before class, set up your classroom like a courtroom as best you can. Include a place for the attorneys and witnesses and a chair to serve as the witness stand. The teacher should serve as the judge and should follow the Trial Outline on the Attorney Instruction sheet. The jurors should be given the Jury Worksheet and should be instructed to act as the Court Reporter during the case. When all evidence has been presented, the jurors should be given the opportunity to decide if Andrew Johnson should be removed from office.
THE TRIAL OF ANDREW JACKSON – TRIAL TO BE HELD IN 1836

Simulation: Andrew Jackson, the 7th President of the United States is impeached by the House of Representatives on March 1, 1837. Two days later, a day before he is due to retire from office, he is brought before the Senate. Congratulations! You are about to relive this historic and totally fictitious moment in United States history. (Jackson was censured like President Clinton, but not impeached.)

Due Dates:

Two In-Class Workdays
One 50-minute class period for the Trial

Roles:

Attorneys: There will be three defense attorneys and three prosecuting attorneys. They will analyze the evidence in order to develop an argument/case either for or against Andrew Jackson’s impeachment. Attorneys will decide which witnesses they plan to call and together decide on the order of witnesses in the trial. Attorneys will develop opening and closing statements and questions for witnesses.

Witnesses: All students not acting in the role of attorney will be assigned a witness to represent. Students will research and complete background affidavits on their assigned witness. The attorneys will decide which witnesses will be called to testify. Affidavits are due by the end of class on the first workday. Witnesses will be notified on the second workday if they are to be called to testify.

Jury: All witnesses not called to testify in the trial will act as jurors during the trial and are responsible for completing the Day Two Jury Assignment and the Jury Worksheet during the trial. At the end of the trial, they will vote on each charge separately to decide if President Jackson should be impeached.

Tentative charges against President Jackson:

1. Grotesque abuse of executive power:
   
   A. Undermining the government service by appointing people (political supporters) to public jobs without consideration of merit (the “spoils system”)

   B. Undermining the separation of powers by illegally expanding the powers of the executive branch.

   Excessive vetoes of congressional action in violation of “the voice of the people”

   Cabinet firings (Peggy Eaton affair) without the consent of the Senate

   Refusal to enforce decisions of the Supreme Court (Worcester v. Georgia, etc.)
2. Undermining the federal system of government of the United States (that delicate balance of power-sharing between the States and the national government) by eroding the power of State governments (Nullification Crisis)

3. Undermining the economy of the United States by ill-advised and politically-motivated actions (Biddle and the "Bank War" and the Specie Circular)

4. Failing to carry out the principles of the Declaration of Independence in regard to Blacks, working women, American Indians, Mormons, Catholics

The attorneys can reframe the above charges or add additional charges if they wish to do so.

**Potential Witnesses:**

<table>
<thead>
<tr>
<th>John Marshall</th>
<th>John Quincy Adams</th>
<th>Roger B. Taney</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peggy Eaton</td>
<td>Daniel Webster</td>
<td>Sam Houston</td>
</tr>
<tr>
<td>John C. Calhoun</td>
<td>Nicholas Biddle</td>
<td>William Lloyd Garrison</td>
</tr>
<tr>
<td>Henry Clay</td>
<td>Martin Van Buren</td>
<td>Dorothea Dix</td>
</tr>
<tr>
<td>Joseph Smith</td>
<td>Sequoyah</td>
<td>Alexis de Tocqueville</td>
</tr>
<tr>
<td>Angelina Grimke</td>
<td>John Ross</td>
<td>Maria Monk — nuns in convents</td>
</tr>
<tr>
<td>William Marcy</td>
<td>Senator Theodore Frelenghuysen</td>
<td>Levi Woodbury</td>
</tr>
<tr>
<td>Daniel Webster</td>
<td>Major Ridge</td>
<td>Wilson Lumpkin (governor of Georgia)</td>
</tr>
<tr>
<td>Lewis Cass</td>
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</tr>
</tbody>
</table>
Attorney Instructions  
The Trial of Andrew Jackson

The Question: Should Andrew Jackson be impeached as president for his actions?

Day One – Trial Preparation
1. Attorneys will read over the background information, trial time format, and common objections.

2. Attorneys will complete fact collection sheets. You are working as a team and thus may divide this assignment accordingly. You are making a basic outline of the relevance of each person to your case. You will use this to decide which witnesses you want to question in the trial to make the most convincing case. Tomorrow the witnesses themselves will provide additional information for you.

3. Decide which three witnesses you are going to question to make your case. Tomorrow you must present this list to the other side. Each side must call three different witnesses, so six witnesses total will be questioned.

4. Attorneys will begin deciding how to divide the work. Each attorney will be responsible for questioning one prosecution witness and one defense witness. One attorney will be responsible for the opening statement and another attorney will be responsible for the closing statement. Complete the outline below to organize your case.

Case Outline:

Opening Statement by ________________________________

Prosecution Witnesses:
Prosecution Witness 1 ________________________________
Who will Question This Witness? ________________________________

Prosecution Witness 2 ________________________________
Who will Question This Witness? ________________________________

Prosecution Witness 3 ________________________________
Who will Question This Witness? ________________________________

Defense Witnesses:
Defense Witness 1 ________________________________
Who will Question This Witness? ________________________________

Defense Witness 2 ________________________________
Who will Question This Witness? ________________________________

Defense Witness 3 ________________________________
Who will Question This Witness? ________________________________

Closing Statement by ________________________________
**Day Two – Trial Preparation**

1. Complete your case outline above if you didn't yesterday.

2. The witnesses will provide you with background information on themselves. Use this information to make a final decision on which witnesses best support your case.

3. Post on the board the list of three witnesses you intend to call to testify.

4. The witnesses you call to testify will come work with you for the remainder of the period to prepare your case. Together, develop a list of questions the attorney will ask the witness. The witness will prepare to respond and prepare to be questioned by the other side.

5. Attorneys will prepare the opening and closing statements. Attorneys should review the background information on the witnesses the other side will call and prepare to question them.

**Day Three – The Trial**

The Trial will work as follows:

1 minute – Judge will introduce the issue of the trail
2 minutes each – Opening Statement
   • Prosecution/followed by Defense
3 minutes – Prosecution Witness 1 Questioning
1:30 minutes – Defense Questioning of Prosecution Witness 1
3 minutes – Prosecution Witness 2 Questioning
1:30 minutes – Defense Questioning of Prosecution Witness 2
3 minutes – Prosecution Witness 3 Questioning
1:30 minutes – Defense Questioning of Prosecution Witness 3
3 minutes – Defense Witness 1 Questioning
1:30 minutes – Prosecution Questioning of Defense Witness 1
3 minutes – Defense Witness 2 Questioning
1:30 minutes – Prosecution Questioning of Defense Witness 2
3 minutes – Defense Witness 3 Questioning
1:30 minutes – Prosecution Questioning of Defense Witness 3
2 minutes each – Closing Statement
   • Prosecution/followed by Defense
5 minutes – Jury Deliberations

**COMMON TRIAL OBJECTIONS**

"Objection, your Honor, the question is ambiguous."

A question is ambiguous if:

- It may be misunderstood by the witness. It is objectionable on the ground that it may take on more than one meaning.

"Objection, your Honor, the question is argumentative."
A question is argumentative if:
- It is asked for the purpose of persuading the jury or the judge, rather than to elicit information.
- It calls for an argument in answer to an argument contained in the question.
- It calls for no new facts, but merely asks the witness to concede to inferences drawn by the examiner from proved or assumed facts.

"Objection, your Honor, the question has been asked and answered."

A question may be objectionable on the ground that
- The witness has already answered a substantially similar question asked by the same attorney on the same subject matter.

"Objections, your Honor, the question assumes facts not in evidence."

A question assumes facts not in evidence if:
- It presumes unproved facts to be true. Example: "When did you stop beating your wife?" This question assumes that the person has beaten his wife.

"Objection, your Honor, the question is compound."

A question is objectionable on the ground that it is compound if:
- It joins two or more questions ordinarily joined with the word "or" or the word "and."

"Objection, your Honor, the question is too general."

A question is too general, broad, or indefinite, if:
- It permits the witness to respond with testimony which may be irrelevant or otherwise inadmissible. Each question should limit the witness to a specific answer on a specific subject.

"Objection, your Honor, the question is hearsay."

A question is hearsay if:
- It invites the witness to offer an out-of-court statement to prove the truth of some matter in court. There are many exceptions to the hearsay rule.

"Objection, your Honor, the question is irrelevant."

A question is irrelevant if:
- It invites or causes the witness to give evidence not related to the facts of the case at hand.

"Objection, your Honor, the question is leading."

A question is leading if:
- It is one that suggests to the witness the answer the examining party desires. However, this type of question is allowed on cross-examination of a witness.

"Objection, your Honor, the question mis-states the evidence."
A question misstates the evidence if:
- It misstates or misquotes the testimony of a witness or any other evidence produced at a hearing or at a trial.

"Objection, your Honor, the question calls for a narrative answer."

A question calls for a "narrative answer" if:
- It invites the witness to narrate a series of occurrences, which may produce irrelevant or otherwise inadmissible testimony.

Question and Answer interrogation is the standard format. It allows opposing counsel to object to improper questions.

"Objection, your Honor, the question calls for speculation."

A question is speculative if:
- It invites or causes the witness to speculate or answer on the basis of conjecture.
<table>
<thead>
<tr>
<th>WITNESS</th>
<th>RELATIONSHIP TO ANDREW JACKSON</th>
<th>LIKELY WITNESS FOR PROSECUTION OR DEFENSE?</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOHN MARSHALL</td>
<td></td>
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<td>PEGGY EATON</td>
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<td>JOHN C. CALHOUN</td>
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<td>HENRY CLAY</td>
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<td>JOSEPH SMITH</td>
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<tr>
<td>ANGELINA GRIMKE</td>
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<tr>
<td>WILLIAM MARCY</td>
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<tr>
<td>WITNESS</td>
<td>RELATIONSHIP TO ANDREW JACKSON</td>
<td>LIKELY WITNESS FOR PROSECUTION OR DEFENSE?</td>
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<tr>
<td>DANIEL WEBSTER</td>
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<td>LEWIS CASS</td>
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<td>JOHN QUINCY ADAMS</td>
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<td>NICHOLAS BIDDLE</td>
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<td>MARTIN VAN BUREN</td>
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<td>SEQUOYAH</td>
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<td>JOHN ROSS</td>
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<tr>
<td>WITNESS</td>
<td>RELATIONSHIP TO ANDREW JACKSON</td>
<td>LIKELY WITNESS FOR PROSECUTION OR DEFENSE?</td>
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<tr>
<td>THEODORE FRELINGHUYSEN</td>
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<tr>
<td>MAJOR RIDGE</td>
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<td>SAM HOUSTON</td>
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<tr>
<td>WILLIAM LLOYD GARRISON</td>
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<tr>
<td>DOROTHEA DIX</td>
<td></td>
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<tr>
<td>ALEXIS DE TOCQUEVILLE</td>
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<tr>
<td>WITNESS</td>
<td>RELATIONSHIP TO ANDREW JACKSON</td>
<td>LIKELY WITNESS FOR PROSECUTION OR DEFENSE?</td>
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<td>---------------------------------------------</td>
</tr>
<tr>
<td>LEVI WOODBURY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WILSON LUMPKIN</td>
<td></td>
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</tr>
</tbody>
</table>
Prosecution Preparation Form

1. What is the Prosecution’s goal in this case?
   “The Prosecution will prevail if the jury finds the Defendant guilty of ___________
   ________________ .”

2. What are the Elements of the Law in this case?
   A. “The Prosecution must prove the elements of (the charge) ________________
   by (burden of proof) ________________________________________________________.”

3. Provide a character sketch of the main individuals in this case (one sentence):
   “Andrew Jackson (the Defendant) is______________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________.”

4. What is the Prosecution’s Theme?
   “This is a case about ______________________________
   ________________________________________________________________
   ________________________________________________________________.”

5. What are the most important facts/evidence that each of our witnesses bring to our case?
   Important facts thatProsecution Witness 1 ________________________________ will tell
   the jury:
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
Important facts that Prosecution Witness 2 _________________ will tell the jury:

__________________________________________  ______________________________________
__________________________________________  ______________________________________
__________________________________________  ______________________________________

Important facts that Prosecution Witness 3 _________________ will tell the jury:

__________________________________________  ______________________________________
__________________________________________  ______________________________________
__________________________________________  ______________________________________

6. What facts do we want to play up or down with the Defense’s Witnesses?

Important facts that Defense Witness 1 _________________ will tell the jury:

__________________________________________  ______________________________________
__________________________________________  ______________________________________

Important facts that Defense Witness 2 _________________ will tell the jury:

__________________________________________  ______________________________________
__________________________________________  ______________________________________

Important facts that Defense Witness 3 _________________ will tell the jury:

__________________________________________  ______________________________________
__________________________________________  ______________________________________
7. What is the Prosecution’s “Theory of the Case”?

Now is your chance to write your side’s version of “what really happened”? Answer this question by completing the Opening Statement Assignment.

**Opening Statement – Prosecution**

**Assignment:** write an opening statement for the prosecution in this case. The opening statement should highlight the significant evidence that supports the prosecution’s case. Make sure to include an introduction and to request a verdict at the end.

________________________________________________________________________

________________________________________________________________________

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________________________________________________________________________
8. What did your case prove?

**Closing Statement – Prosecution**

**Assignment:** write a closing statement for the prosecution in this case. The closing statement should highlight the significant evidence that supports the prosecution’s case. Make sure to include an introduction and to request a verdict at the end.

Create a general outline here and then add additional things throughout the course of the trial that you want to bring up at the end. Remember – this is the LAST thing the jury will hear from you!
Defense Preparation Form

1. What is the Defense’s goal in this case?
   “The Defense will prevail if the jury finds that the Defendant was NOT GUILTY of ______________________.”

2. What are the Elements of the Law in this case?
   A. “The Prosecution must prove the elements of (the charge) ______________________
      by (burden of proof) ____________________________________________________________.”

3. Provide a character sketch of the main individual in this case (one sentence):
   “Andrew Jackson (the Defendant) is ________________________________
   ________________________________________________________________________
   ________________________________________________________________________
   ________________________________________________________________________
   ________________________________________________________________________”

4. What is the Defense’s Theme?
   “This is a case about __________________________________________
   ________________________________________________________________________
   ________________________________________________________________________.”

5. What are the most important facts/evidence that each of our witnesses bring to our case?
   Important facts that **Defense Witness 1** ________________________________will tell the jury:
   ____________________________________  ____________________________________
   ____________________________________  ____________________________________
   ____________________________________  ____________________________________
Important facts that **Defense Witness 2** ______________________will tell the jury:

______________________________________________________________

______________________________________________________________

Important facts that **Defense Witness 3** ________________________will tell the jury:

______________________________________________________________

______________________________________________________________

6. **What facts do we want to play up or down with the Prosecution’s Witnesses?**

Important facts that **Prosecution Witness 1** ________________________will tell the jury:

______________________________________________________________

______________________________________________________________

Important facts that **Prosecution Witness 2** ________________________will tell the jury:

______________________________________________________________

______________________________________________________________

Important facts that **Prosecution Witness 3** ________________________will tell the jury:

______________________________________________________________

______________________________________________________________
7. What is the Defense’s “Theory of the Case”?

Now is your chance to write your side’s version of “what really happened”! Answer this question by completing the Opening Statement Assignment.

**Opening Statement – Defense**

**Assignment:** write an opening statement for the Defense in this case. The opening statement should highlight the significant evidence that supports the Defense’s case. Make sure to include an introduction and to request a verdict at the end.

________________________________________________________________________

________________________________________________________________________

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________________________________________________________________________
8. What did your case prove?

**Closing Statement – Defense**

**Assignment:** write a closing statement for the Defense in this case. The closing statement should highlight the significant evidence that supports the Defense’s case. Make sure to include an introduction and to request a verdict at the end.

Create a general outline here and then add additional things throughout the course of the trial that you want to bring up at the end. Remember – this is the LAST thing the jury will hear from you!
Witness Background Affidavit (DAY 1)

Directions: Complete this affidavit in class today. It is due by the end of class and will be photocopied and given to the attorneys tomorrow to prepare their questions.

Witness Name: __________________________________________________________

Provide a Summary of Life (Include major life events, professional experience, and achievements)

Describe your relationship with Andrew Jackson. Your sworn statement should spell out the facts of which you have personal knowledge that (1) might be helpful to the prosecution in convicting the President of any of the charges OR (2) might be helpful to the defense in acquitting the President of each or any of the charges. Witnesses must understand all the charges against President Jackson to prepare a useful affidavit. Witnesses can only present facts in support of guilt or acquittal for each charge--not both! (If you have no firsthand knowledge on a particular charge, answer NONE. Restrict your answer to 250 words on each charge.)

Relationship to the Accused: ______________________________________________

Charge 1. Grotesque abuse of executive power: (Insert firsthand knowledge pertaining to the charge)
Charge 2. Undermining the federal system of government of the United States (Insert firsthand knowledge pertaining to the charge)

Charge 3. Undermining the economy of the United States (Insert firsthand knowledge pertaining to the charge)

Charge 4. Failing to carry out the principles of the Declaration of Independence (Insert firsthand knowledge pertaining to the charge)

Sworn or affirmed this the ____________day of October, 1838

______________________________________(signature)
Name _________________________________

Impeachment

Directions: Read the following information to learn more about how a real impeachment trial would work.

Impeachment is defined in the United States Constitution in Article II, Section 4. The House of Representatives can impeach with a simple majority vote. When this happens, it is similar to an indictment in a criminal case and simply means that there is enough evidence for a trial. The Senate tries cases of impeachment. It requires a 2/3rds vote in the Senate to convict and remove from office. Hamilton talks about the power of impeachment in Federalist # 65.

A president (or federal official) is impeached for “high crimes and misdemeanors.” What this means is subject to interpretation. Impeachment is a POLITICAL not a criminal process and thus the standards for indictment are not as high. Impeachment is a CHARGE of wrongdoing. There have been two American presidents impeached—Andrew Johnson and Bill Clinton. Impeachment proceedings had begun against Richard Nixon but the President resigned before they were completed making a continuation of the process irrelevant.

After a president is impeached, the Senate tries the case with the Chief Justice of the Supreme Court serving as the presiding officer. The House appoints “managers” who present the case to the Senate. It requires a 2/3rds vote for conviction. Neither Andrew Johnson nor Bill Clinton was convicted of the impeachment charges brought against them. Johnson was saved by a single vote. If a president is convicted, he is then removed from office. Regular criminal proceedings could then proceed independently assuming that a crime had been committed.

Andrew Johnson was impeached mainly for violating the Tenure of Office Act, a bill he had vetoed but was overridden by the House and Senate. The act basically stated that the President could not fire a cabinet official without advice and consent of the Senate. This law was clearly unconstitutional since this power is not given to Congress by the Constitution.

Bill Clinton was impeached by the House and found not guilty in the Senate. The House Judiciary Committee had drawn up impeachment charges against Richard Nixon but he resigned before they could be voted upon by the entire House.
Impeachment Questions

1. What does it mean when the House of Representative impeaches a president?

2. Who tries cases of impeachment?

3. How many votes are necessary to impeach and remove a president from office?

4. What are “high crimes and misdemeanors”?

5. Which two American presidents were impeached? Were they removed from office?

6. Which president resigned before he could be impeached?

7. Who presides over an impeachment trial?

8. Who presents the case to the Senate?

9. Why was Andrew Johnson impeached?

10. Why was Bill Clinton impeached?
Jury Worksheet

Directions: All jurors will fill out the following pages during the course of the trial and use the information during the deliberation.

Case: Should Andrew Jackson be impeached as president for his actions?

Fill out the points made during the opening statements by Prosecution and Defense Teams.

<table>
<thead>
<tr>
<th>Prosecution Points During the Opening Statement</th>
<th>Defense Points During the Opening Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

Witness Testimonials: List the information learned during the testimonials for each witness.

Prosecution Witness 1 ____________________________________________________________

Prosecution Witness 2 ___________________________________________________________

Prosecution Witness 3 ___________________________________________________________
Defense Witness 1

Defense Witness 2

Defense Witness 3

How did the prosecution and the defense use the testimonials made by the witness to prove their case in their closing arguments?

<table>
<thead>
<tr>
<th>Prosecution Points During the Closing Statement</th>
<th>Defense Points During the Closing Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
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<tr>
<td>2</td>
<td>2</td>
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<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td><strong>American System Speech</strong></td>
<td></td>
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<td>---------------------------</td>
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<tr>
<td><strong>GSE Standards and Elements</strong></td>
<td></td>
</tr>
<tr>
<td>SSUSH7b- Explain how the North, South, and West were linked through industrial and economic expansion including Henry Clay and the American System.</td>
<td></td>
</tr>
<tr>
<td><strong>Literacy Standards</strong></td>
<td></td>
</tr>
<tr>
<td>L11-12WHST1- Write arguments focused on discipline-specific content.</td>
<td></td>
</tr>
<tr>
<td>L11-12WHST4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
<td></td>
</tr>
<tr>
<td><strong>Social Studies Matrices</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Enduring Understanding(s)</strong></td>
<td></td>
</tr>
</tbody>
</table>
| Information Processing Skills-  
3. Identify Issues and/or problems and alternative solutions  
4. Distinguish between fact and opinion  
11. Draw Conclusions and make generalizations |
| Conflict and Change |

**American System Speech**

Write a 250-word speech about the American System. Choose a point of view:

- Write the speech as Andrew Jackson, who opposed the American system. What are the problems you see with it? How do you plan to ensure it never goes into effect?

- Write the speech as Henry Clay, who favored the American system. Why do you think it is important for the future of the nation? How do you plan to ensure it goes into effect?
In this lesson, students will study the two major inventions of Eli Whitney, the cotton gin and interchangeable parts, to understand the impact of the Second Industrial Revolution on the economy of 19th Century America. The student handout appears on the next page and features a quotation from the Constitution, the cotton gin patent drawing, and a short video from the History Channel. The culminating activity asks students to choose another invention from the period and create a report about its significance.

<table>
<thead>
<tr>
<th>GSE Standards and Elements</th>
<th>SSUSH7b- Explain how the North, South, and West were linked through industrial and economic expansion including Henry Clay and the American System.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy Standards</td>
<td>L11-12WHST1- Write arguments focused on discipline-specific content.</td>
</tr>
<tr>
<td>Social Studies Matrices</td>
<td><strong>Information Processing Skills</strong>- 3. Identify Issues and/or problems and alternative solutions 5. Identify Main Idea, detail, sequence of events, and cause and effect in a social studies context 6. Identify and use primary and secondary sources 11. Draw Conclusions and make Generalizations</td>
</tr>
<tr>
<td>Enduring Understanding(s)</td>
<td>Technological Innovation</td>
</tr>
</tbody>
</table>
Name ________________________________

Inventions of the Early 19th Century

Section 1 – Constitutional Basis
“To promote the Progress of Science and useful Arts, by securing for limited Times to Authors and Inventors the exclusive Right to their respective Writings and Discoveries.”
- US Constitution, Article 1, Section 8, Clause 8

1. What does this section of the Constitution allow the US Congress to do?

2. What is a patent?

Section 2 – The Invention of the Cotton Gin
Directions: Use the patent drawing below and the History Channel Video to answer the questions about the cotton gin.

Source: https://www.archives.gov/education/lessons/cotton-gin-patent

Video: http://www.history.com/topics/inventions/cotton-gin-and-eli-whitney
3. Why was cotton a time consuming crop to grow?

4. How did the cotton gin work?

5. What was the impact of the invention of the cotton gin on the institution of slavery?

6. Why did Eli Whitney go into the arms business?

7. How did interchangeable parts change industry and pave the way for the assembly line?

Part 3 – Other Important Inventions of the Early 19th Century
Choose one invention listed below that impacted America in the early 19th Century. Prepare a report for President Jackson in which you detail the expected impact of the invention on the United States. Your report may take the form of a written document or a multimedia presentation. Include a drawing of the invention, a brief explanation of how it works, and the expected impact of the invention on American business and American life.

Choose ONE of the following:
- Steam engine
- Steel plow
- Mechanical Mower-Reaper
- Telegraph
- Sewing Machine
Social Reform Movement Activity

With a partner, students will create a flyer designed to recruit new members to one of the Social Reform movements of the early 19th Century. Student instructions appear below.

Alternately, teachers may divide students into groups representing the major Social Reform Movements of the Era. Students create an argument about why their group is deserving of surplus government funds in preparation for a meeting with President Andrew Jackson. Instructions for this activity can be found here: http://sp.rpcs.org/faculty/HillJ/AP%20US%20History/Reformers%20Convocation%202.pdf

<table>
<thead>
<tr>
<th>GSE Standards and Elements</th>
<th>SSUSH7c- Explain the influence of the Second Great Awakening on social reform movements, including temperance, public education, and women’s efforts to gain suffrage.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SSUSH7d- Explain how the significance of slavery grew in American politics including slave rebellions and the rise of abolitionism.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Literacy Standards</th>
<th>L11-12WHST1- Write arguments focused on discipline-specific content.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Enduring Understanding(s)</th>
<th>Beliefs and Ideals</th>
</tr>
</thead>
</table>

Social Reform Movement Activity

With a partner, design a flyer to encourage people to get involved in social reform. Your group will be assigned one of the following movements:

- Second Great Awakening
- Temperance
- Public Education
- Women’s Rights
- Abolitionism

Your flyer should include the following:

- Why was your movement founded?
- What are its goals?
- Who are its leaders?
- At least one picture that illustrates your movement

Remember, the purpose of this activity is to attract people to your movement. Make your poster as colorful and eye catching as possible!
### Age of Jackson Essay

Students will use the essay prompt below to construct a five paragraph essay about the Age of Jackson.

<table>
<thead>
<tr>
<th>GSE Standards and Elements</th>
<th>SSUSH7 Investigate political, economic, and social developments during the Age of Jackson.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a. Explain Jacksonian Democracy, including expanding suffrage, the Nullification Crisis and states’ rights, and the Indian Removal Act.</td>
</tr>
<tr>
<td></td>
<td>b. Explain how the North, South, and West were linked through industrial and economic expansion including Henry Clay and the American System.</td>
</tr>
<tr>
<td></td>
<td>c. Explain the influence of the Second Great Awakening on social reform movements, including temperance, public education, and women’s efforts to gain suffrage.</td>
</tr>
<tr>
<td></td>
<td>d. Explain how the significance of slavery grew in American politics including slave rebellions and the rise of abolitionism.</td>
</tr>
</tbody>
</table>

| Literacy Standards | L11-12WHST1- Write arguments focused on discipline-specific content. |
| Social Studies Matrices | L11-12WHST5- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |

| Enduring Understanding(s) | Information Processing Skills- 3. Identify issues and/or problems and alternative solutions 5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context 11. Draw Conclusions and make generalizations |
|---------------------------| Beliefs and Ideas, Conflict and Change |

**Essay Prompt:**

What were the key political, economic, and social developments during the Age of Jackson?
## Culminating Unit Performance Task

### Rap Battle Project

As the culminating project for this unit, students will create Rap Battles in the style of the musical *Hamilton* about assigned topics. The battles will be performed in class and groups will produce supporting documents to add to their battle. During the performances, students will grade each other’s work to ensure all students are on task. The student handout begins on the next page.

| GSE Standards and Elements | SSUSH6- Analyze the challenges faced by the first five presidents and how they responded.  
<table>
<thead>
<tr>
<th></th>
<th>SSUSH7- Investigate political, economic, and social developments during the Age of Jackson.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy Standards</td>
<td>L11-12WHST7- 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.</td>
</tr>
</tbody>
</table>
| Social Studies Matrices   | Information Processing Skills-  
|                           | 3. Identify issues and problems and alternative solutions  
|                           | 4. Distinguish between fact and opinion  
|                           | 6. Identify and use primary and secondary sources  
|                           | 11. Draw Conclusions and Make Generalizations  
| Enduring Understanding(s) | Beliefs and Ideas, Conflict and Change, Individuals Groups, and Institutions, Technological Innovation |
Rap Battle Project

Directions: You and your group members will write your own version of Cabinet Battle #1 and Cabinet Battle #2 from Hamilton.

For Inspiration:
Cabinet Battle #1 - https://www.youtube.com/watch?v=mBmTdJ4XTfs
Cabinet Battle #2 - https://www.youtube.com/watch?v=B0HZUatZiXI

You must choose two historical figures and write from their points of view using a minimum of two primary documents as your sources. You are free to do any other necessary research, but you must turn in the documents along with your Battle.

Things to Consider When Writing Your Battle:
- Where would your battle take place? (in person or in a letter?)
- What is the format of your battle? You can write a rap, skit, poem, series of letters, etc. to be performed. You may choose a piece of music/beat to set your battle to.
- You can perform your battle live or prerecord it.

Groups:
This project will be completed in groups of 3 – 4 people. Each person must take an active role in the completion of the project.

Required Tasks:
- Construct Battle – every member of the group must take an active role in the written creation of the battle. It must be school appropriate, both in terms of content and language.
- Two group members must perform the battle. The other group members may have a role in the background. Your battle must be reflective of your submitted script. You can’t decide not to have a script and simply freestyle.
- The one or two people who are not the main performers in the battle must take on an additional role. This may include any of the following:
  o Poster for Battle
  o Newspaper/Journal Entry about the Battle
  o Political Cartoon for Battle (something along the lines of the propaganda posters you made for the Monroe Doctrine activity)
  o Creation of Costumes and/or a backdrop for the Battle

Required Elements Which Must be Submitted to Teacher:
- A Typed Copy of your Battle. It must be 1 - 2 pages, typed in 12-point font and double spaced.
- Copies of the Two (or more) primary sources used to create your battle. You should highlight the relevant section used to write your battle. If your source is lengthy, you may print the page or two in which your excerpt appears.
- The non-performers in your group (maximum of two) must submit one of the additional elements listed in the group section. The non-performers may not work together on the additional element and must submit their own work.
- Works Cited Page
**Point Value:** 36 points  
Five Extra Credit Points will be given to the group that “wins” the battle. This will be decided upon by your classmates – you can’t vote for yourself!

**Topic Suggestions:**

- **People: James Monroe v. A Critic**  
  Topic: Monroe Doctrine  
  

- **People: James K. Polk v. Henry Clay**  
  Topic: Election of 1844 (Slavery and Manifest Destiny)  

- **People: James K. Polk v. Santa Anna**  
  Topic: Mexican American War  
  [https://www.gilderlehrman.org/history-by-era/age-jackson/resources/mexican-american-war-arguments-for-and-against-going-war](https://www.gilderlehrman.org/history-by-era/age-jackson/resources/mexican-american-war-arguments-for-and-against-going-war)

- **People: Andrew Jackson v. John C. Calhoun**  
  Topic: Nullification  
  [https://www.loc.gov/rr/program/bib/ourdocs/Nullification.html](https://www.loc.gov/rr/program/bib/ourdocs/Nullification.html)

- **People: Andrew Jackson v. Chief John Ross**  
  Topic: Indian Removal Act  

- **People: Elizabeth Cady Stanton v. A Critic**  
  Topic: Women’s Rights/Declaration of Sentiments  
  [http://ecssba.rutgers.edu/docs/seneca.html](http://ecssba.rutgers.edu/docs/seneca.html)

- **People: Frederick Douglass v. Jefferson Davis**  
  Topic: Abolitionism  

- **People: David Wilmot v. Stephen Douglas**  
  Topic: Wilmot Proviso  
  
  - (I know it’s Wikipedia, but the explanation is pretty good.)

- **People: Eli Whitney v. An American Slave**  
  Topic: Cotton Gin and the Life of a Slave  
Name ______________________________________

Rap Battle Student Grading Sheet

**Battle Characters:** _________________________ v. _________________________

**Topic:**

Summarize the topic.

Grade the presentation on the following elements: (5 is the best)

**How easy was the battle to understand?**

| 1 | 2 | 3 | 4 | 5 |

**How interesting was the battle?**

| 1 | 2 | 3 | 4 | 5 |

What did the performers do well?

What would you change about the performance?

Name ______________________________________

Rap Battle Student Grading Sheet

**Battle Characters:** _________________________ v. _________________________

**Topic:**

Summarize the topic.

Grade the presentation on the following elements: (5 is the best)

**How easy was the battle to understand?**

| 1 | 2 | 3 | 4 | 5 |

**How interesting was the battle?**

| 1 | 2 | 3 | 4 | 5 |

What did the performers do well?

What would you change about the performance?
# US History Frameworks for the Georgia Standards of Excellence in Social Studies

## Unit 3 Rap Battle Project

### Topic

<table>
<thead>
<tr>
<th>4 points</th>
<th>3 points</th>
<th>2 points</th>
<th>1 point</th>
<th>0 points</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Battle focuses on assigned people and event.</td>
<td>Battle mostly focused on assigned people and event.</td>
<td>Battle somewhat focused on assigned people and event.</td>
<td>Battle only marginally focused on assigned people and event.</td>
<td>Battle is completely off topic.</td>
<td></td>
</tr>
</tbody>
</table>

### Written Construction of Battle

<table>
<thead>
<tr>
<th>4 points</th>
<th>3 points</th>
<th>2 points</th>
<th>1 point</th>
<th>0 points</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting, characters, and topic of battle clearly established. Easy to understand.</td>
<td>Focus of battle established. Mostly easy to understand.</td>
<td>Setting, characters, and topic of battle clearly established. Somewhat easy to understand.</td>
<td>Setting, characters, and topic clearly established aren’t clearly defined. Difficult to understand.</td>
<td>Battle is off topic and difficult to understand or copy of battle not turned in.</td>
<td></td>
</tr>
</tbody>
</table>

| Minimum of two relevant primary sources used in battle. | Minimum of two primary sources used in battle which may be less relevant. | One relevant primary source used in battle. | One primary source used in battle which may or may not be relevant. | No evidence of primary sources used to prepare battle. | x 3 |

| Copy of battle and two primary sources, with highlighted relevant sections, turned in to teacher. | Copy of battle and two primary sources turned in. Relevant sections of primary sources are not highlighted. | Copy of battle turned in. Only one primary source turned in to teacher. Relevant sections may or may not be highlighted. | Copy of battle turned in. Primary sources not turned in. | Copy of battle and primary sources not turned in. |       |

| Battle is typed in 12-point font and is double spaced. Minimum of 1 - 2 pages. Works Cited page included. | Battle is typed with element in error or missing. | Battle is typed with two elements in error or missing. | Battle is not typed. Works Cited page may or may not be present. | Copy of battle not turned in. |       |

### Battle Performance

<table>
<thead>
<tr>
<th>4 points</th>
<th>3 points</th>
<th>2 points</th>
<th>1 point</th>
<th>0 points</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Battle performed is reflective of the submitted script. Freestyling kept to a minimum.</td>
<td>Battle performed is mostly reflective of the submitted script. Freestyling kept to a minimum.</td>
<td>Battle performed is somewhat reflective of the submitted script. Some freestyling.</td>
<td>Battle performed is not reflective of the script. Lots of freestyling.</td>
<td>Script not submitted. Battle is all freestyle.</td>
<td></td>
</tr>
</tbody>
</table>

| Battle performers speak clearly and loud enough for the audience to hear. | Battle performers mostly easy to understand. Few problems with diction and/or volume. | Battle performers somewhat easy to understand. Problems with diction and/or volume. | Battle performers difficult to understand. Many problems with diction and/or volume. | Battle performers nearly impossible to understand due to diction, volume, or lack of preparation. | x 2 |


### Supporting documents

<table>
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<tr>
<th>4 points</th>
<th>3 points</th>
<th>2 points</th>
<th>1 point</th>
<th>0 points</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each supporting member submits an activity that supports the battle.</td>
<td>Each supporting member submits an activity that supports the battle.</td>
<td>One of the two supporting members submits a supporting activity.</td>
<td>One of the two supporting members do not submit an activity that supports the battle.</td>
<td>Supporting members do not submit an activity that supports the battle.</td>
<td></td>
</tr>
</tbody>
</table>

| Number of supporting members ______ | Number of supporting members ____ | Number of supporting members ______ | Number of supporting members ______ | Number of supporting members ______ | x 2 |

| Submission(s) are on topic and add to the battle. Creativity and effort is evident. | Submission(s) mostly on topic and add to the battle. Creativity and effort is there, but less evident. | Submission(s) somewhat on topic and somewhat add to the battle. Minimal creativity and effort. | Submission(s) are off topic and don’t add to the battle. Lack of effort evident. | Submission(s) are missing. |       |

### Class Time

| 1. Uses time in class to work on project. Stays on task. | 1. Mostly uses time in class to work on project. Veers off task occasionally. | 1. Has trouble using time in class to work on project. Sometimes off task. | 1. Does not use class time wisely. Mostly off task. | 1. Does not use class time to work on the project. Entirely off task. |       |

<table>
<thead>
<tr>
<th>4 points</th>
<th>3 points</th>
<th>2 points</th>
<th>1 point</th>
<th>0 points</th>
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</thead>
</table>

### TOTAL

| 36 points |  |  |  |  |  |

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Georgia Department of Education

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