| USHC Unit 2 Articles of Confederation to War of 1812 | |
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| **Unit Overview** | |
| This unit covers the sequence of events from the creation of the Articles of Confederation, the ratification of the Constitution, and the creation of political parties to the impact of the Marshall Court and War of 1812. Much of the unit places a specific emphasis on the continued debates over the proper role of the federal government and culminates with the arguments over the federal government's role in domestic and foreign affairs. | |
| **Overarching Inquiry Question** | |
| Can multiple interpretations of the Constitution simultaneously be right?  *All units are created to support the* ***Overarching Inquiry Question****. Inquiry-Based Learning supports the* ***Profile of the South Carolina Graduate*** *where students use skills to explore their inquiries related to the content as indicated in the standards instead of the teacher merely providing the information.* | |
| **Theme** | |
| Founding Principles and Political Institutions | |
| **Skills Emphasis at a Glance** | |
| **Causation-** Evaluate significant turning points, including related causes and effects that affect historical continuity and change.  **Periodization-** Summarize, analyze, and assess the methods historians use to categorize historical developments in order to create historical periodization.  **Continuities and Changes**- Evaluate significant turning points and theme-based patterns of continuities and changes within a period, including catalysts for those changes.  **Evidence**- Identify, interpret, and utilize different forms of evidence, including primary and secondary sources, used in an inquiry-based study of history. | |
| **Standard(s)** | |
| **USHC.1.CE** Assess the major developments of the American Revolution through significant turning points in the debates over independence and self-government from 1763–1791.  **USHC.1.P** Summarize the changing relationship between individuals and the government during the period 1607–1800.  **USHC.1.CC** Analyze the processes of continuity and change in the debates over the proper role of the central government and neutrality in foreign affairs from 1789–1815.  **USHC.1.E:** Utilize primary and secondary sources to investigate the impact of the Atlantic influence in the regional and national development of Republicanism and Federalism. | |
| **I Can Statement(s)** | |
| 1. I can explain how weaknesses of the Articles of Confederation caused the creation of provisions within the Constitution. (USHC 1.CE, 1.E) 2. I can explain how the increase of federal power in the Constitution created conflict during ratification and how that conflict was resolved.(USHC 1.CE, 1.E) 3. I can summarize how the relationship between individuals and the government began to change between 1775-1800. (USHC 1.P, 1.E) 4. I can assess how successful the Marshall Court was at furthering the Federalist cause. (USHC 1.CC, 1.E) 5. I can examine whether Jefferson and Madison’s foreign policy matched their political beliefs. (USHC 1.CC, 1.E 6. I can craft an argument in response to the overarching inquiry question using evidence to support my claim. (USHC 4.CX, 4.CE, 4.P, 4.E) | |
| **Unit Sequence**  *Teacher Instructional Practices and Actions Students will Take to answer the Overarching Inquiry Question* | **Instructional Guidance and Resources**  *Instructional Guidance and resources listed below are offered as suggestions for educators to assist students in reaching the goals of the proposed sequence.* |
| **“I Can” Statement #1: I can explain how weaknesses of the Articles of Confederation caused the creation of provisions within the Constitution. (USHC 1.CE, 1.E)** | |
| As an introduction activity, pose the question “How powerful should the government be?” Allow students to have time individually to respond to the prompt. Then show students a list of current events and ask them to evaluate their previous answer. Discuss if the situation changed the response.  Next, introduce the students to the “I Can” statement for this sequence.  Open the unit by allowing students to brainstorm from the perspective of a citizen of the new American nation. Have students create a T-Chart with “Things We Dislike About Great Britain'' on the left and “What Kind of Government Do We Create Now?” on the right. First students will independently record what the citizens disliked about Britain and then work in groups of two or three to come up with ideas for the new government.  Introduce students to the Articles of Confederation by having them read and summarize its contents. Have each student or group write a one sentence summary of each article. After finishing the summaries, groups could compare results for accuracy and clarity.  Have students revisit the T-Chart from the opening activity. Ask them to compare the right side of their T-Chart to their summary of the Articles. Have students note or highlight any similarities between the lists and discuss who had more power under the Articles of Confederation, the states or the federal government? Have them cite specific articles to support their answer. Then have students consider, “What do the similarities suggest about the purpose and intent of the writers of the document?”  Then, have students predict: Will the Articles of Confederation be a successful form of government? Why or why not? Ask students this culminating question, “What problems might arise if the federal government has very little power?”  At this point, students will engage in the simulation, [Free Articles of Confederation Simulation on Teachers Pay Teachers](https://www.teacherspayteachers.com/Product/Articles-of-Confederation-Simulation-1696735) (FREE DOWNLOAD), to test out their theories and predictions. Pairs of students will act as “state delegates” and simulate real-life situations the early government would be tested with.  At the end of the activity, have students generate a list of the problems. This can be done in pairs or as a whole group. Pose the question, “What improvements would you make to this system?” and allow students to discuss their solutions.  Teachers will lead students through a [lesson from Gilder Lehrman](https://www.gilderlehrman.org/history-now/lesson-plan/analyzing-great-compromise-1787) analyzing primary sources from the Constitutional Convention of 1787 that allow students to explore 1) arguments made for the revisions of the Articles and 2) arguments over representation that resulted in the Great Compromise.  Next, provide direct instruction about the Constitutional principles that were established in the new government. A mix of all will help keep students’ attention. Have students take notes during this time period.  To answer the “I Can” statement, have students complete a side-by-side primary source comparison from this [New Visions Lesson Plan](https://docs.google.com/document/d/1Jf6HFmiLvV42vyMcJNRyTfqMM3gmNBdkQUlsh6E0ExE/edit) of the newly drafted Constitution and the Articles of Confederation citing provisions in the Constitution put in place as a result of the weaknesses of the Articles.  *An extension activity for early finishers or high level learners: Have students connect their learning with current events by considering the question, “Are the increasing number of government shutdowns evidence that the system of checks and balances is broken?”*  *This* [*DBQ: Roles and Responsibilities of the Government Evolving*](https://digital.library.sc.edu/blogs/academy/2019/06/07/dbq-roles-and-responsibilities-of-government-evolving/) *could be a possible summative assessment task.* | *\*As this “I can” statement covers quite a bit of information, it will likely require multiple class periods. Pace as appropriate for your situation.*  It is always a good practice to allow each student some time to “think in their own heads” before sharing. A Think/Pair/Share would work great here. Possible events that could be used are the debate around healthcare or the COVID-19 Pandemic.  Introducing the “I Can” statement to the students at the beginning helps to provide a sort of “road map” for students. Explain that they first need to understand the colonists’ motivations and mindset after the American Revolution and their ideas on government before diving straight into the Articles of Confederation and Constitution.  Allowing students to brainstorm provides an opportunity for the teacher to evaluate student understanding of prior knowledge and for clarification or reteaching when necessary. This will lay the foundation for why the founders were wary of a strong central government and the writing of the Articles of Confederation.  Teachers may choose to provide a more complete or original copy of the primary source. For struggling readers, it is wise to use key portions of the text or modify the Lexile level. It may be helpful to provide a note-taking sheet alongside the source for students to summarize each article. Another lesson plan idea from [Gilder Lehrman is linked here](https://www.gilderlehrman.org/history-now/lesson-plan/articles-confederation). Create account/log in to see source.  There are many ways this series of instruction may be delivered to students. Teachers may choose to use paper worksheets and documents or facilitate the learning through an online platform. Modeling and gradual release strategies may be helpful when asking students to cite specific articles to support their answer. A “Think Aloud” strategy may be beneficial for conveying this disciplinary literacy.  These questions may work well with an online platform, especially one that has a polling feature. This will allow students to visualize the class response. It may also be helpful to display the questions one at a time to provoke more genuine student thought.  The main goal is for students to experience the weaknesses of the Articles first hand and see the problems that occurred as a result of the weak federal government. Ideally, Shay’s Rebellion would be highlighted during this section. A question for the teacher to consider:   1. How are you incorporating Shays’ Rebellion into the simulation?   For more structure, the teacher could generate a list of possible improvements that could be made to the system. A possible source, [iCivics Trying Self Government Part C Activity](https://www.icivics.org/viewpdf?path=/sites/default/files/Trying%20Self%20Government_HS.pdf), could be used as a starting point.  This [lesson plan from iCivics](https://www.icivics.org/viewpdf?path=/sites/default/files/lesson_plan/Constitutional%20Principles_Lesson%20Plan.pdf) may be helpful in understanding the Constitutional principles. The download of student resources can be found [here](https://www.icivics.org/teachers/lesson-plans/constitutional-principles-hs?referer=node/674&page_title=The%20Constitution).  This activity would be helped by student creation or use of a causation graphic organizer. Linked is a possible set of [cause/consequence graphic organizers from The Critical Thinking Consortium](https://tc2.ca/uploads/PDFs/thinking-about-history/cause_consequence_secondary.pdf). A question for the teacher to consider is:   1. How are you supporting students in their discovery of the cause and effect relationship between the Articles and the Constitution?   *Extension Activity Sources:*   * [*Journal Article - The Conversation: Separation of Powers*](http://theconversation.com/separation-of-powers-an-invitation-to-struggle-110476) * *Source above modified in* [*Actively Learn*](https://read.activelylearn.com/#teacher/reader/authoring/preview/900778/notes)*. Sign up for a free educator account.* |
| **“I Can” Statement #2: I can explain how the increase of federal power in the Constitution created conflict during ratification and how that conflict was resolved. (USHC 1.CE, 1.E)** | |
| Begin the lesson by asking the question, “Are there times when compromises can’t (or shouldn’t) be reached? Explain.” Allow students to have time individually to respond to the prompt. Then ask students to turn to their partner and explain. Discuss the idea as a class and then transition the conversation to the debate over the Constitution and the ratification process.  Next have students analyze the differing arguments for and against the ratification of the Constitution. If technology and time permit, proceed with Option 1. If not, continue to Option 2 for this activity.  Option 1:  Direct students to iCivics.org and have them play the game [Race to Ratify](https://www.icivics.org/node/2599424/resource?referer=node/647477&page_title=Road%20to%20the%20Constitution). In order to examine the arguments of the Federalists and Anti-Federalists. As a culminating activity, have students complete [Race to Ratify Activity C](https://www.icivics.org/viewpdf?path=/sites/default/files/Race%20to%20Ratify%20Extension%20Pack.pdf) to classify the differing arguments. Then have students rank the arguments of each group from most convincing to least convincing. Lastly, ask them to answer the “I Can” statement in a paragraph or annotated diagram.  Option 2:  Have students use a secondary source reading supplemented with a primary source reading comparing the arguments of the Federalists & Anti-Federalists using a [Close Reading strategy](https://sheg.stanford.edu/history-lessons/historical-thinking-chart). Have students create a graphic organizer to assemble the information as they read. As a culminating activity, have students complete a classification activity of Federalist and Anti-Federalist arguments. Ask students to rank the arguments of each group from most convincing to least convincing. Lastly, ask them to answer the “I Can” statement in a paragraph or annotated diagram.  To bring their learning full circle, refer back to the opening activity. Ask students questions such as “Were the debates over ratification of the Constitution one of those times when compromises can’t (or shouldn’t) be reached? Explain.”  *An extension activity for early finishers or high level learners:*   1. *Have students respond to the question, “If the Bill of Rights was removed from the Constitution, would you feel secure that the “We the People” preamble protects your rights?”* 2. *Instruct students to inquire into the proposed amendments in the original Bill of Rights that were not ratified. Write a paragraph explaining if they should have been included or not.* | A possible extension to this activity could require students to stand on a particular side of the room depending on their answer to the question. Students could stand in varying degrees (from middle to extreme side) to show the level to which they say yes or no. The teacher may prompt the students with a list of possible situations and allow them to rearrange as desired. The teacher could then facilitate discussion and transition into the topic of debates over the ratification of the Constitution.  If time allows, ask students to play twice, once from each perspective. You may also assign half of the class to play as Federalists and the other half as Anti-Federalists. To supplement the learning during the game, the teacher may provide a graphic organizer to help students keep track of the arguments and/or incorporate an activity for students to summarize the role the Bill of Rights played in the ratification process.  Possible Secondary Source Reading:   * [iCivics - Federalists vs. Antifederalists](https://www.icivics.org/viewpdf?path=/sites/default/files/uploads/Federalists%20&%20Anti-Federalists_0.pdf)   Possible Primary Source Reading:   * [SHEG Federalists & Anti-Federalists Lesson Plan](https://sheg.stanford.edu/sites/default/files/download-pdf/Federalists%20and%20Antifederalists%20Lesson%20Plan.pdf) * [New Visions Lesson Plan - Using Evidence: Federalist vs. Anti- Federalist Papers](https://docs.google.com/document/d/1lhXyZncUPHbCqJivxz8HHV2LMjrrNurxSJUEuQkqpWc/edit) * [Digital History - Conflict Over Ratifying the Constitution](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=11&psid=3798) * [iCivics - The Federalists Debate: Teachers Guide](https://www.icivics.org/viewpdf?path=/sites/default/files/lesson_plan/Federalist%20Debate_Lesson%20Plan.pdf) * [Gilder Lehrman -The Federalist Papers Excerpts](https://www.gilderlehrman.org/sites/default/files/inline-pdfs/Federalist%20Papers_0.pdf) * [Gilder Lehrman - The Anti-Federalist Papers Excerpts](https://www.gilderlehrman.org/sites/default/files/inline-pdfs/AntiFedPapers_0.pdf) * [Gilder Lehrman Lesson Plan: Opposing Viewpoints on the Ratification of the US Constitution](https://www.gilderlehrman.org/history-now/lesson-plan/opposing-viewpoints-ratification-us-constitution) |
| **“I Can” Statement #3:** **I can summarize how the relationship between individuals and the government began to change between 1775-1800. (USHC 1.P, 1.E)** | |
| Begin the lesson by asking students to respond to two questions:   1. Can we trust the people to govern themselves wisely? Why or why not? 2. What is the role of government in promoting the public good?   Allow students to have time individually to respond to the questions and then facilitate some form of group or class discussion. Transition the conversation to how these arguments or disagreements were also true of the founders.  Next, provide students with a contextual background of the formation of the executive branch using this [PBS Video](https://scetv.pbslearningmedia.org/resource/ham16.soc.ushis.treasury/hamiltons-america-alexander-hamilton-the-first-secretary-of-the-treasury/). Students will summarize how the presidential cabinet was formed.  Introduce students to Alexander Hamilton and Thomas Jefferson by having them compare their views using a song from Lin-Manuel Miranda’s Hamilton The Musical: [Cabinet Battle #1](https://www.youtube.com/watch?v=lDxTZD-exq4). Students will listen to the song a second time and analyze the [lyrics](https://docs.google.com/document/d/1jDsn_OuNq42XiM3YwUv65lymeUCjgflAORN3_KpBQjI/edit?ts=5669bee4) using a [graphic organizer](https://blog.discoveryeducation.com/blog/2015/12/11/hamilton-vs-jefferson-using-hamilton-the-musical-in-the-classroom/) to categorize the arguments. Supplement the lyrics with the reading of this [short secondary source excerpt in Appendix A](#4aupu7n47jnu).  Students will use the information from their graphic organizer to respond to these questions:   1. In your own opinion, what would you say is the biggest difference between Hamilton and Jefferson? 2. What are reasons some Americans would have supported Hamilton? What are reasons some Americans would have supported Jefferson?   Then, in pairs students will analyze and compare Hamilton’s and Jefferson’s arguments over the creation of a national bank. First have students complete the [activity in Appendix B](#w736qz1c3j7p). Then have students add the information gleaned to the graphic organizer. At the end of the activity, ask the students, “Who would you have supported and why?”  Transition to looking at what the Constitution says about the dispute of power. Have students analyze the [Necessary and Proper Clause](https://www.annenbergclassroom.org/article-i-section-8/) and discuss how it was interpreted by the developing political parties.  Ask students, “Was there opposition to the development of political parties?” Have students analyze George Washington’s message in his Farewell Address in Appendix C. After student analysis, provide a background into the election of John Adams for context.  Transition to a historical viewpoints analysis activity to emphasize differing political party views during the late 1790s. Provide students with the question, “Under what conditions, if any, should citizens’ freedoms be restricted? Answering this question is the main goal of the activity. Students will explore several primary sources from differing viewpoints from a list of events by rotating through stations with the various sources and summarizing the points of view expressed.  Possible List of Events:   * Whiskey Rebellion * Alien and Sedition Acts * Virginia and Kentucky Resolutions   After completing the historical viewpoints analysis activity, students will use the information gathered to create their final answer to the question (above). While the question does ask for their opinion, they must cite evidence to support it.  As a culminating task, students will answer the “I Can” statement by tracking the changing relationship between individuals and the government. Students should start by identifying events that exemplify this changing relationship (could be done individually or as a whole class) and create an annotated timeline describing those changing relationships. | Teachers may choose to split the class into two groups allowing students to choose which question is most intriguing to them and group themselves accordingly. If the class is large, a further split may be necessary. This is a great opportunity to have students work on using [sentence stems and accountable talk techniques](https://educationcloset.com/wp-content/uploads/2015/09/AccountableTalk-Stems.pdf).  Consider discussing the roles of the cabinet members as a transition to the discussion of Hamilton and Jefferson.  *NOTE: Please listen to the songs before conducting the lesson. Some versions may not be suitable for students.* After students hear the song for the first time, ask them about the tone of the song and the use of the lyrics. They should grasp that Hamilton and Jefferson severally opposed one another. Then have students listen to the song a second time for more of the substance of the argument.  Other less content specific graphic organizers could be used for comparison such as:   * [Compare and Contrast Chart Graphic Organizer](http://www.readwritethink.org/files/resources/lesson_images/lesson275/compcon_chart.pdf) * [Double Bubble Map](https://www.dvusd.org/cms/lib/AZ01901092/Centricity/Domain/1535/map-double-bubble.pdf)   Explain that differences in the fundamental belief of the role of the federal government transitioned into the creation of political parties.  Provide thought-provoking questions that students may not have considered, such as the question to the left to peak students interest. Use part two of the activity linked to make connections to US political parties today.  It is suggested that students are provided with a graphic organizer to record the main idea(s) of each event and varying perspectives, as well as provide an area for students to record their response to the main question. This assignment also provides a good opportunity to explain the difference between an opinion and an informed opinion.  Possible Historical Viewpoints:   * [Drinking Whiskey in the Whiskey Rebellion: The Soldiers' Perspective](https://www.nypl.org/blog/2016/08/31/whiskey-rebellion-soldiers-perspective) * [EDSITEment Lesson 1: From the President's Lips: The Concerns that Led to the Sedition (and Alien) Act](https://edsitement.neh.gov/lesson-plans/lesson-1-presidents-lips-concerns-led-sedition-and-alien-act) * [New Visions Lesson - Analysis of the Alien and Sedition Acts](https://docs.google.com/document/d/1WtYwwtKw1_To1O4S_qX9DlADNI4cCPhVYUwSW9cZhBI/edit) * [New Visions Lesson - Analysis of the Alien and Sedition Acts DIFFERENTIATED](https://docs.google.com/document/d/1Fm-lUQsZsnDcJWvLC2JrqtCoOHuV7rLT_k47FAuJen4/edit) * [Bill of Rights Institute - VA & Kentucky Resolutions](https://billofrightsinstitute.org/founding-documents/primary-source-documents/virginia-and-kentucky-resolutions/) * [Whiskey Rebellion & Sedition Act Primary Source Excerpts](https://www.tcpress.com/filebin/PDFs/9780807758687_1492.pdf) (scroll to bottom)   Students should consider the [text, context, and subtext](https://3.bp.blogspot.com/-NoLkER_25dA/W14ondq21pI/AAAAAAAAAMQ/M1W0V0M3mAAlr-s77LpbSeAG_ZjSslkPwCLcBGAs/s1600/Text%2BContext%2BSubtext.jpg) of the documents when using them to support an answer. A choice of assessment could be provided. For example, students may write their thoughts in a paragraph/essay, use a technology platform such as Flipgrid, or create a media presentation or infographic to demonstrate their answer.  A possible activity could have the student’s start by drawing a horizontal line in the middle of the paper and list events in chronological order. Events are placed above the line if it demonstrates a change that increased the role of the federal government and below the line if it reduced the role of the federal government. Students should also take into account the distance from the horizontal line to demonstrate the amount of change. Have students add a one sentence explanation about the change. Analyze the trend. What does the trend suggest about the continuities of and changes in the role of the federal government? |
| **“I Can” Statement #4: I can assess how successful the Marshall Court was at furthering the Federalist cause. (USHC 1.CC, 1.E)** | |
| Begin this sequence by asking students to get out a copy of the classroom or school rules. Ask students a question that is not easily answered within the outlined policy. (Depending on your classroom or school rules, the specific question may differ.) Students can turn to a partner to discuss thoughts on a possible answer.  Then ask the question, “Who has the power to decide the answer to the question?” Students will do a think, pair, share.  Introduce the “I Can” statement and ask students what the statement has to do with the opening discussion.  Ask students to create a T-Chart with the categories “What We Think We Know” and “What We Learned” and number both 1-4. Have students answer the questions using their own prior knowledge or with a partner.   1. How does Article III of the Constitution describe the role of the Supreme Court? 2. Does Article III infer or state that the Supreme Court is responsible for determining if laws are constitutional or not? 3. Is “judicial review” referenced in the Constitution? 4. Does the Court have any limitations placed on it in Article III?   Then have students analyze an excerpt from [Hamilton’s Federalist No. 78 and Article III of the Constitution](https://edsitement.neh.gov/lesson-plans/john-marshall-marbury-v-madison-and-judicial-review) to find answers to the questions above. Students will record the answers to the questions under the “What We Learned” section and cite evidence to support their answer.  Then, have students view either of the two videos for background historical context of the Election of 1800 and read the [introduction of the Marbury v Madison](https://www.oyez.org/cases/1789-1850/5us137) case to put their prior learning into practice. Pause the video BEFORE students hear the ruling in the case.   * [YouTube - Bill of Rights Institute: Marbury v. Madison](https://www.youtube.com/watch?v=Dbl2Lrle3VA)   OR   * [YouTube - HISTORY: Marbury v. Madison](https://www.youtube.com/watch?v=hOvsZyqRfCo)   Before discussing the ruling of the case, allow students to play the role of the Supreme Court Chief Justice. Have students decide/predict the outcome of the case by writing their name on a sticky note and put it on the board under “Side with Marbury” or “Side with Madison”. On the back, students should explain their decision.  Then finish watching the remainder of the video clip (above) and [review the three parts of Chief Justice John Marshall’s decision](https://edsitement.neh.gov/lesson-plans/john-marshall-marbury-v-madison-and-judicial-review). Using a graphic organizer, students will summarize Marshall's decision.  Students will explore subsequent court cases, such as Gibbons v Ogden and McCulloch v Maryland and evaluate them using the New Visions Marshall Court Graphic Organizer in Appendix D to determine if these cases were consistent with the ruling in Marbury v Madison (continuity vs. change). Students should answer the “I Can” statement in a format of their choosing.  *An extension activity for early finishers or high level learners:*   1. Students will [compare Marshall’s decision to Alexander Hamilton’s thoughts in Federalist #78](https://www.landmarkcases.org/marbury-v-madison/the-power-of-the-judicial-branch-the-federalist-number-78-and-the-anti-federalist-78). 2. Ask students to [analyze a political cartoon and explain the implications of unanimous vs split decision cases](https://billofrightsinstitute.org/wp-content/uploads/2012/07/The_Issue_Endures_Marbury_v._Madison3.png). | Hook the students early with a topic that they are interested in. Generally, selecting parts of the policy that affect a diverse group of students works best. This activity may present an opportunity to assess/review prior learning of the Necessary and Proper Clause.  The teacher may provide a list of suggestions such as students, teachers, administrators, district staff, parents, community members, or other.  The connection of the “I Can” statement and the lesson opener is important to hooking students' interest in a topic that is often difficult for students to comprehend. Facilitate the connection that the federal government, more specifically the Supreme Court, would be tasked with providing an answer to a similar question only a few years after the ratification of the Constitution.  This is a comprehension strategy to help activate and build background knowledge. The assumption is that students may not be able to put a lot of information under “What We Think We Know” because it asks specific questions about Article III of the Constitution. However, it provides students a chance to evaluate their current understanding of the role of the Supreme Court and use their prior knowledge to make predictions.  Although Article III of the Constitution is not lengthy, teachers may choose to modify the text to meet the needs of the learners in the classroom.  At this stage, only introduce the court case by providing students with the facts of the case. Do not provide the conclusion of the case at this point either in the videos or the web source.  Keep in mind that students are using this information to answer the “I Can” statement. A suggestion would be to post this statement so students can view it while reviewing the outcome of the case. |
| **“I Can” Statement #5: I can examine whether Jefferson and Madison’s foreign policy matched their political beliefs. (USHC 1.CC, 1.E)** | |
| Open the lesson by posing this question to students, “Under what circumstances should the United States intervene in world events?” using the think/pair/share strategy. Discuss the idea as a class and then transition the conversation to the issue during Washington’s presidency over intervention in the war with France and England.  Begin the lesson by having students listen to the song [Cabinet Battle #2](https://www.youtube.com/watch?v=nbJU_zvBj8g) from Hamilton the Musical. Students should know that this song focuses on the president’s decisions in foreign affairs rather than domestic issues as explored earlier. While listening, students can work independently or with a partner to record the arguments of Hamilton and Jefferson. Ask students to consider the possible questions below:   1. What are Jefferson’s beliefs? List some possible factors that might influence his beliefs. 2. What are Hamilton’s beliefs? List some possible factors that might influence his beliefs. 3. Which of Jefferson’s arguments did you find most compelling? 4. Which of Hamilton’s arguments did you find most compelling? 5. What was the outcome of the debate?   Then provide students with a primary source excerpt of [Washington’s stance on neutrality](https://www.tcpress.com/filebin/PDFs/9780807758687_1492.pdf) using a [primary source analysis](http://www.digitalhistory.uh.edu/teachers/worksheets/worksheets.cfm) tool.  As a result of the prior activity, ask students to predict the beliefs of James Madison. Would he have sided with Hamilton or Jefferson? Then provide students with [background information on Madison’s political beliefs](https://www.history.com/topics/us-presidents/james-madison).  Introduce the “I Can” statement for this lesson. Explain that students are going to conduct a mini-inquiry into the question: “Did Jefferson’s and Madison’s foreign policy decisions match their political beliefs?” using events from the list below to analyze the decision in comparison with the political belief:   * Jefferson’s Presidency * Louisiana Purchase * British Impressment * Jefferson’s Embargo * Madison’s Presidency * War of 1812   First, begin by analyzing Jefferson’s foreign policies. Divide the students to form groups that will then jigsaw read the sources and come together to form an answer to the question. Students will explore and analyze the Louisiana Purchase, Jefferson’s Embargo, and British Impressment. The teacher should select appropriate sources in the options listed to the right.  Then, students will analyze Madison’s foreign policy decisions. Students will first evaluate [James Madison’s role in events as Thomas Jefferson’s Secretary of State](https://www.loc.gov/collections/james-madison-papers/articles-and-essays/james-madison-timeline-1751-to-1836/1784-to-1807/). Then students will be divided into groups to analyze Madison’s foreign policy decisions. The teacher should select appropriate sources in the options listed to the right.  As a final reflection, students can add onto the culminating activity from the “I Can” statement #3. Students will continue to track the changing relationship between individuals and the government. The following is a list of possible events that may be included:   * Marshall Court * Louisiana Purchase * British Impressment * Jefferson’s Embargo * War of 1812 | A possible extension to this activity could require students to stand on a particular side of the room in response to a specific event or circumstance. The teacher would need to prepare a list prior to the lesson. Students could stand in varying degrees across the classroom (from middle to extreme side) to show the level to which they agree or disagree with intervention. The teacher could then facilitate discussion and transition the topic for the day.  *NOTE: Please listen to the songs before conducting the lesson. Some versions may not be suitable for students.* The purpose of this activity is to demonstrate the argument about America’s involvement in foreign affairs and ultimately Jefferson’s and Washington’s stance on the issue. It may be helpful to provide students with a copy of the lyrics to follow along with as they listen to the song as well as a graphic organizer to keep track of the arguments. If students are working in pairs, one student might record Jefferson’s argument and the other Hamilton’s. Students may need to hear the song more than once.  Have students skim through the article and find evidence to support their answer.  To investigate the inquiry question, students could use the following sources. It is suggested that the teacher provide a graphic organizer to supplement the activity and organize the information.  Possible Sources - Jefferson’s Foreign Policies  Louisiana Purchase   * [New Visions - Analysis of The Louisiana Purchase and Jefferson's Motivations](https://docs.google.com/document/d/1YyEm-sTSxgxMzEiosr7Rh83fFRkHePqM_4Qg4JFqxUs/edit) * [New Visions - Louisiana Purchase Google Maps Activity](https://docs.google.com/document/d/1rcWpAhb-8RK4rb9cRHK2zdmADVvP_rWmbW9grehJcBY/edit) * [SHEG Lesson Plan: Louisiana Purchase](https://sheg.stanford.edu/history-lessons/louisiana-purchase)   Jefferson's Embargo & British Impressment   * [Monticello - Primary and Secondary Source Summaries](https://www.monticello.org/site/research-and-collections/embargo-1807) * [EDSITEment Activity 4: “Seizing and Carrying Off Persons”](https://edsitement.neh.gov/lesson-plans/lesson-2-president-madisons-1812-war-message-documentary-review)   Possible Sources - Madison's Foreign Policies  British Impressment   * [EDSITEment Activity 7: President Madison’s State of the Union, 1811](https://edsitement.neh.gov/lesson-plans/lesson-2-president-madisons-1812-war-message-documentary-review)   Hostilities with Native Americans   * [EDSITEment Activity 8: Warfare Just Renewed by the Savages on One of our Extensive Fronts](https://edsitement.neh.gov/lesson-plans/lesson-2-president-madisons-1812-war-message-documentary-review)   War of 1812   * [EDSITEment Activity 9: Constitution Wisely Confides to the Legislative Department of the Government](https://edsitement.neh.gov/lesson-plans/lesson-2-president-madisons-1812-war-message-documentary-review)   French Embargo   * [EDSITEment Activity 10: Repealing the Embargo on France](https://edsitement.neh.gov/lesson-plans/lesson-2-president-madisons-1812-war-message-documentary-review)   A possible activity could have the student’s start by drawing a horizontal line in the middle of the paper and list events (from a suggested list) in chronological order. Events are placed above the line if it demonstrates a change that increased the role of the federal government and below the line if it reduced the role of the federal government. Have students add a one sentence explanation. Analyze the trend. What does the trend suggest about the continuities of and changes in the role of the federal government across time? |
| **“I Can” Statement #6: I can craft an argument in response to the overarching inquiry question using evidence to support my claim. (USHC 1.CE, 1.P, 1.CC, 1.E)** | |
| To wrap up the unit, have students answer the overarching inquiry question.  To begin, either present students with a list of debates covered in the unit or ask them to brainstorm their own list. Ultimately, students should see that there were multiple times American politicians disagreed over the meaning of the Constitution such as:   * The debate between the Federalists and Anti-Federalists. * The debates between Hamilton and Jefferson. * The Marbury v. Madison decision. * The foreign policy decisions of Washington, Adams, Jefferson, and Madison.   Create groups based on the number of debates (listed above) that the teacher wishes the class to investigate. Then further divide each group in half. Assign two groups to each issue and indicate which side of the argument they are going to be supporting.  Have students work with notes from class, other teacher-provided resources, or conduct their own research to create a defense for why their group is supported by the ideas in the Constitution.  In a manner of the teacher’s choice, have each group present their arguments.  Using all of the arguments given, have students reflect on and answer the inquiry question. As an extension to their reflection, students could examine the concept of continuity and change over time in relation to the historical arguments of the interpretation of the Constitution as well as modern day differences over the interpretation of the Constitution. | The teacher may wish to also include the debate over replacing the Articles of Confederation and debates within the Constitutional Convention, although these topics will require a higher level of connection-making to the inquiry question.  Each debatable issue will have a group to represent one side of the argument and another group to represent the opposite side.  The student created defense could take the form of a short speech, notes on a Google Slide, a poster, etc. It is advisable for the teacher to circulate and check the work of each group to make sure it is accurate before students finalize and present it to the class.  If the information is not already posted in a manner that students will be able to access in the final step, have students take notes on other groups’ arguments.  The teacher can have students answer the inquiry question in a variety of ways. It could be a simple paragraph at the end of class or a more involved project or paper. In all situations, a rubric should be provided for students to understand expectations. |

**References**

**Additional Resources**

Stanford History Education Group: [Historical Thinking Skills Chart](https://sheg.stanford.edu/sites/default/files/download-pdf/Historical%20Thinking%20Chart.pdf)

Early National Period: Documents. (n.d.). Retrieved from <http://www.digitalhistory.uh.edu/era.cfm?eraID=4&smtID=3>

Early National Period: People. (n.d.). Retrieved from <http://www.digitalhistory.uh.edu/era.cfm?eraID=4&smtID=5>

Document analysis worksheet. (2018). Retrieved from <https://www.archives.gov/education/lessons/worksheets>

**Appendices**

Appendix A: Textbook Excerpt

Political divisions in the new nation were great. No two men embodied these differences more than Hamilton and Jefferson. Hamilton believed in a strong central government led by a prosperous, educated elite of upper-class citizens. Jefferson distrusted a strong central government and the rich. He favored strong state and local governments rooted in popular participation. Hamilton believed that commerce and industry were the keys to a strong nation. Jefferson favored a society of farmer citizens. Overall, Hamilton’s vision of America was that of a country much like Great Britain, with a strong central government, commerce, and industry. His views found more support in the North, particularly New England, whereas Jefferson’s views won endorsement in the South and the West.

**Source:** The Americans: Beginnings to 1914, Orlando: Holt McDougal, 2015.

Appendix B: [adapted from New Visions for Public Schools](https://www.newvisions.org/)

**Source #1:** [**Jefferson's Opinion on the Constitutionality of the National Bank (1791)**](http://avalon.law.yale.edu/18th_century/bank-tj.asp)

| ...I consider the foundation of the Constitution as laid on this ground in the tenth amendment: That "all powers not delegated to the United States, by the Constitution, nor prohibited by it to the States, are reserved to the States or to the people." To take a single step beyond the boundaries thus specially drawn around the powers of Congress, is to take possession of a boundless field of power, no longer susceptible of any definition...The incorporation of a bank, and the powers assumed by this bill, have not, in my opinion, been delegated to the United States, by the Constitution.  … In article one section eight of the US Constitution, it reads that the legislative body (congress) shall have the power to "regulate commerce with foreign nations, and among the States, and with the Indian tribes." To erect a bank, and to regulate commerce, are very different acts….  The second general phrase quoted in support of the Constitutionality of this bank is the necessary and proper clause that, "to make all laws necessary and proper for carrying into execution the enumerated (listed) powers." But they can all be carried into execution without a bank. A bank therefore is not necessary, and consequently not authorized by this phrase…. Congress with power to do whatever would be for the good of the United States; and, as they would be the sole judges of the good or evil, it would be also a power to do whatever evil they please... |
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**Source #2:** [**Hamilton's Opinion on the Constitutionality of the National Bank (1791)**](https://avalon.law.yale.edu/18th_century/bank-ah.asp)

| ….The bank does have constitutional basis when closely examining the commerce powers as outlined in the Constitution...The proposed bank is to consist of an association of persons, for purpose of creating a join capital, to be employed, chiefly, and essentially, in loans....the bank as it proposed will be the receiver of all taxes collected...accordingly it is affirmed that the bank has a relation, more or less direct, to the power of collecting taxes; to that of borrowing and lending money; to that of regulating trade between the states, all of which are outlined as powers of Congress in article one of the US Constitution.  And in the last place, it will be argued, that it is clearly within the provision which authorizes the making of all needed rules and regulations concerning the property of the United States…. The only question must be in this, as in every other case, whether the mean to be employed or in this instance, the corporation to be erected, has a natural relation to any of the acknowledged objects or lawful ends of the government. Thus a corporation may not be erected by Congress for superintending the police of the city of Philadelphia, because they are not authorized to regulate the police of that city. But one may be erected in relation to the collection of taxes, or to the trade with foreign countries, or to the trade between the States, or with the Indian tribes; because it is the province of the federal government to regulate those objects, and because it is incident to a general sovereign or legislative power to regulate a thing, to employ all the means which relate to its regulation to the best and greatest advantage. . . . |
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**Analysis Questions:**

1. *Sourcing:* Are sources #1 and 2 secondary sources or primary sources? How do you know?
2. *Sourcing:* Do you trust source #1 and #2? Do you think they are reliable? Why or why not?
3. *Close Reading:* In source #1, Thomas Jefferson makes three claims regarding why he believes the National Bank of the United States would be unconstitutional. What are these three claims?
4. *Close Reading:* How do the reasons outlined in source #1 compare with Jefferson’s lyrics in *Cabinet Battle #1*? Does the song seem to accurately represent Jefferson’s reasons for opposing the bank? Cite evidence from both source #1 and the song to support your claim.
5. *Close Reading:* In source #2, Alexander Hamilton makes two claims regarding why he believes the National Bank of the United States would be Constitutional. What are these two claims?
6. *Close Reading:* How do the reasons outlined in source #2 compare with Hamilton’s lyrics in *Cabinet Battle #1*? Does the song seem to accurately represent Hamilton’s reasons for supporting the bank? Cite evidence from both source #2 and the song to support your claim.

Appendix C:

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| **Washington’s Farewell Address** Evidence.png  **Using Evidence** | |
| **Objective** | *What struggles did the nation face at end of the 1700’s (18th Century), as a young country?* |

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| **Directions:** Read the three excerpts from President George Washington’s Farewell Address (1796) below and answer the analysis questions on the right hand side of the excerpts. |

**Part 1: Unity**

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| **Vocabulary**  Manufacturing: making and producing goods to sell for a profit from natural resources  Agriculture: activities related to farming for a profit or living  Patriotism: feelings of pride in a nation  Commerce: relating to business and trade  Communications: means of sharing information |

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| 1 2 3 4 5 6 7 8 9 10 11 12 13  14  15  16  17  18 | "The name of American, which belongs to you...must give you a sense of patriotism about the nation, of which you should speak more of than of local concerns...*The North, in a dependent relationship with the south…finds great gains from the manufacturing and production of resources that come from the south. The South….benefits from the work of the North, sees its agriculture grow and its commerce expand. The East, ...finds improvement of ... communications by land and water... The West is only able to expand from the East due to these improvements the East makes…While then, every part of our country thus feels an immediate and particular interest in union..*" | What is patriotism (line 2)?  In lines 7 - 24, President Washington explains that all parts of the nation work together & are equally important. What is one example he uses to support his claims?  Overall, is President Washington suggesting that our nation should be unified or more concerned with individual, local issues? *Cite evidence to support your claims.* |

**Part 2: Political Parties**

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| **Vocabulary**  Political parties: groups of people who organize around a set of ideas  Revenge: to inflict harm on someone because of something they did to you  Formal: official  Permanent: fixed in place, forever |

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| 1 2 3 4 5  6  7  8  9  10  11  12  13  14 | "Let me now warn you in the most serious manner against the terrible effects of political parties in general… sharpened by the spirit of revenge… a frightful abuse of power… this leads to a more formal and permanent cruel use of power. Sooner or later, the leaders of these parties become the loudest voice, and turns the disposition [character of a person] into the purposes of his own - to gain more power for himself, and ruins the public freedom….” | Does Washington agree with or disagree with the idea of political parties?  Cite one piece of textual evidence from part 2 to support your answer to the question above.  How do President Washington’s thoughts about political parties support or reinforce his claims about patriotism in part 1? *Cite one piece of evidence from both parts 1 & 2 to support your claims.* |

**Part 3: Alliances**

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| **Vocabulary**  Foreign: other nations, nations that are not your home nation  Alliances: a bond or relationship between two groups that ensures they will protect each other  Enlightened: having or showing a modern viewpoint  Political: relating to or dealing with politics & government  Economic: relating to the economy, a system of money and business |

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| 1 2 3 4 5 6 7 8 9  10  11  12  13  14  15  16  17  18  19  20  21  22  23 | *“Foreign alliances might be easy to forge and seem appealing - but such attachments or alliances are particularly alarming to the truly enlightened and independent patriot…Such attachment of a small or weak nation to a great and powerful nation dooms the smaller weaker nation to become a dependent of the great and powerful nation.* The great rule of conduct for us in regard to foreign nations is in extending our economic relations, to have with them as little political connection as possible beyond that....Europe has a set of primary interests which to us have none; or a very remote relation. She is engaged in frequent controversies, the causes of which are essentially not our concerns. Hence, therefore, it must be unwise in us to bind ourselves by alliances…” | Circle the correct answer after reading the excerpt to the left. President Washington thought that forming alliances with foreign nations was....   1. something the United States should do 2. something the United States shouldn’t do   What does George Washington provide as evidence in support of his claims? |

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| **Overall Analysis**: Using all three parts of the Farewell Address, answer the following two questions. |

*Compare and contrast* Washington’s advice in the three sections. How are his claims regarding unity, political parties, and alliances similar? How are they different?

If you had to summarize the main idea of the Farewell Address as a whole, what would that main idea be in one - two sentences?

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| **Washington’s Farewell Address** Evidence.png  **Using Evidence** | |
| **Written Task** | **Directions:** Using information in the table below, ***fill out the table*** *on the back of this page. When you are done,* ***in one paragraph, explain*** *whether or not the United States of America followed George Washington’s suggested pathway.* |

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| **United States Today** |
| **Unity:**   * In 2014, a survey done by the NY Times found that:   + 78% of Americans between the ages of 60 - 80 considered themselves patriotic   + 60% of Americans between 50 - 58 years of age consider themselves to be patriotic   + 45% of young Americans define themselves as patriotic   + 72% of Americans don’t feel that America is unified   **Political Parties:**   * There are currently three main political parties in the United States government:   + Democrat   + Republican   + Independent * Most citizens are registered with one of these three political parties in the United States * If you are not a part of a political party, it is hard to get voted into a government position during an election   **Alliances:**   * America’s allies include: Germany, France, United Kingdom (England), etc. * America has gotten involved in World War 1, World War 2, the Cold War, the Korean War, the Persian Gulf War, and the War on Terror in the past 100 years * America is not isolated, America is a global leader |

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| **George Washington’s Suggestions** |
| |  |  |  | | --- | --- | --- | | **Unity:**  Summarize GW’s Claims | **Did we follow his suggestions?**  Circle yes or no! | **Evidence:**  Provide evidence from the chart labelled “Today” to support your answer in the middle column. | |  | Yes  No |  | | **Political Parties:**  Summarize GW’s Claims | **Did we follow his suggestions?**  Circle yes or no! | **Evidence:**  Provide evidence from the chart labelled “Today” to support your answer in the middle column. | |  | Yes  No |  | | **Alliances:**  Summarize GW’s Claims | **Did we follow his suggestions?**  Circle yes or no! | **Evidence:**  Provide evidence from the chart labelled “Today” to support your answer in the middle column. | |  | Yes  No |  | |

Appendix D

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| **Marshall Court**  **Graphic Organizer** | |
| **Objective** | *How did the Marshall Court decisions expand the power of the Federal government?* |

**Directions**: Use the list on the back of this graphic organizer to fill in the constitutional question and SCOTUS ruling for each of the three cases listed below. You may use your class notes, textbook, or any other aid to help you appropriately match the details to the case. When you are done, answer the three analysis questions that follow to demonstrate your understanding of these three SCOTUS cases.

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|  | **Background of the Case** | **Constitutional Question** | **SCOTUS Ruling** |
| **Marbury v. Madison (1803)** | William Marbury, a Federalist, had received a midnight appointment to be a judge from President John Adams. When President Thomas Jefferson (an Anti-Federalist or Republican) took office the next day, he ordered his Secretary of State to not deliver the commission to Marbury, preventing him from assuming his position on the court. Marbury asked the Supreme Court to force Madison to deliver the commission |  |  |
| **McCulloch v. Maryland (1819)** | In 1816, Congress chartered the Second Bank of the United States. The bank wasn’t popular among Americans who felt that it was an example of the federal government abusing its power. In 1818, the state of Maryland passed a law to tax the bank. James W. McCulloch, a cashier in the Baltimore bank, refused to pay the tax. |  |  |
| **Gibbons v. Ogden (1824)** | In 1798 the New York state gave Robert Ogden a monopoly for a steamboat ferry connecting New Jersey & New York. A competitor, Thomas Gibbons, also secured a license from the federal government to operate a ferry between the two states. Claiming that his monopoly rights were violated, Ogden asked a New York state court to forbid Gibbons’s boat from docking in New York. Gibbons sued. |  |  |

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| Constitutional Questions | Supreme Court Rulings |
| 1. Did the Supreme Court have the right to award judges commissions? 2. Does the US Congress have the power to create, open, and operate a bank? 3. Could New York state grant a monopoly that operates across multiple states? 4. Did the federal government or state governments have the right to regulate interstate commerce? 5. Can state governments interfere with the operations of a national agency? Can they tax federal agencies? 6. Did Marbury have the right to the commission? 7. Did Congress have an exclusive right to regulate interstate commerce or was this a “concurrent” power to be shared with the states? 8. What powers not listed in the US constitution does the federal government have? | 1. New York State wrote a law that violated the US Constitution. 2. The Supreme Court had been given the power to grant commissions to judges by the Judiciary Act of 1789 - however this law (Judiciary Act) was unconstitutional according to John Marshall. 3. The power to regulate interstate commerce rests with only the federal government. 4. Maryland can’t tax the federal government institution 5. This case established the concept of “judicial review” - the idea that the Supreme Court had the right to declare laws constitutional or unconstitutional. 6. Even though the US Constitution doesn’t explicitly state that Congress can establish a bank, the bank is legal because the necessary and proper clause (article II section VIII) gives Congress the power to do that which is necessary for the nation to function. 7. This decision establishes the supremacy of the federal government over the states. 8. Article III grants Congress the power to regulate interstate commerce. |

**Analysis Questions:**

1. Imagine you operated a shipping and packaging service within New York City. You slowly expanded to include shipments and deliveries between New York, New Jersey, and Connecticut. After the expansion, could you be subject to regulation by either or all of the states and the federal government? Which court case outlines this? Explain your answer.
2. During the Great Depression, the federal government established many new government agencies - most of which the federal government was not explicitly granted power for in the US Constitution. Which of the three Marshall Court cases would have served as an example for why the federal government had the power to create these agencies to stimulate growth in the economy during a difficult period?
3. In what way did the Marbury decision enhance the system of checks and balances outlined in the Constitution?
4. In the table below, explain how each of the three decisions made by the Marshall Court expanded the power of the federal government.

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| **Court Case** | **Expansion of Federal Power** |
| Marbury v. Madison (1803) |  |
| McCulloch v. Maryland (1819) |  |
| Gibbons v. Ogden (1824) |  |