Dayton Public Schools 8th Grade Social Studies Instructional Guide. Dayton Teaching American History. Unit 4: A New Nation

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**Chief Executives Compared:**

**The Federalist Papers (2-3 days)**

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>History:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F. Explain the political and economic challenges faced by the United States after the Revolutionary War and the actions that resulted in the adoption of the U.S. Constitution:</td>
<td>Core Activity</td>
<td>Federalist Papers</td>
</tr>
<tr>
<td>6. Explain the challenges in writing and ratifying the U.S. Constitution including:</td>
<td>Students examine how Hamilton's remarks reflect the concerns of some of the Founders and how the role of &quot;President&quot; was defined in the Constitution.</td>
<td></td>
</tr>
<tr>
<td>b. The Federalist/Anti-Federalist debate;</td>
<td>Find the entire lesson on the Web site: <a href="http://edsitement.neh.gov/view_lesson_plan.asp?id=460">http://edsitement.neh.gov/view_lesson_plan.asp?id=460</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Interdisciplinary Connections</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Language Arts</td>
<td></td>
</tr>
</tbody>
</table>

**Differentiated Learning**

**Enrichment Activity:**
- The Web site makes suggestions for enrichment activities

**Additional Instruction:**
- The Web site shares ideas for additional instruction.

**Additional Resources**

**Video:**
- PBS – The Duel

**Web site:**

**Informal Assessment**

Clearly marked assessment in the lesson.
Ensuring Life, Liberty and the Pursuit of Happiness (4 days)

<table>
<thead>
<tr>
<th>Standard Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government:</td>
<td>Core Activity</td>
<td>freedom of religion, freedom of speech, freedom of press, freedom of assembly, freedom of petition, trial by jury, right to counsel, due process, equal protection of the laws, prohibit, grievance, quartered, search and seizure</td>
</tr>
<tr>
<td>B. Explain how the Declaration of Independence, the U.S. Constitution, including the Bill of Rights, and the Northwest Ordinance have provided for the protection of rights and the long-term future of a growing democracy:</td>
<td>How does the U.S. Constitution protect the individual rights of citizens? The seven articles in the U.S. Constitution contain very little about personal rights, so the framers found it necessary to add a Bill of Rights in order to be sure that citizens were protected. This lesson has students delve into the meaning of the first ten amendments to the U.S. Constitution, why they were added, and how they affect our lives today.</td>
<td>freedom of religion, freedom of speech, freedom of press, freedom of assembly, freedom of petition, trial by jury, right to counsel, due process, equal protection of the laws.</td>
</tr>
<tr>
<td>6. Explain how specific provisions of the U.S. Constitution, including the Bill of Rights, limit the powers of government in order to protect the rights of individuals with emphasis on:</td>
<td>Find the entire lesson on the Web site: <a href="http://www.ode.state.oh.us/academic_content_standards/socialstudiesboe/pdf_set/EN8B6_Ensuring_Life_Liberty_and_the_Pursuit_of_Happiness.pdf">http://www.ode.state.oh.us/academic_content_standards/socialstudiesboe/pdf_set/EN8B6_Ensuring_Life_Liberty_and_the_Pursuit_of_Happiness.pdf</a></td>
<td></td>
</tr>
<tr>
<td>a. Freedom of religion, speech, press, assembly and petition; b. Right to trial by jury and the right to counsel; c. Due process and equal protection of the laws.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Differentiated Learning**

**Enrichment Activity:**
- The Web site makes suggestions for enrichment activities.

**Additional Instruction:**
- The Web site shares ideas for additional instruction.

**Additional Resources**

**Video:**

**Informal Assessment**

Clearly marked assessment in the lesson.
In Congress Assembled:
Continuity and Change
in the Governing of the
United States (1-4 days)

Standard: Benchmark: Indicator

History:

F. Explain the political and economic challenges faced by the United States after the Revolutionary War and the actions that resulted in the actions that resulted in the adoption of the U.S. Constitution:

6. Explain the challenges in writing Ratifying the U.S. Constitution including;
   c. The debate over a Bill of Rights

Core Activity:

This is a unit and includes three lessons using primary sources to examine continuity and change in the governing of the United States. Lessons one and two are focused on a study of the Constitution and Bill of Rights, and lesson three investigates important issues which confronted the first Congress and has students examine current congressional debate over similar issues. Find the entire lesson on the Web site: http://lcweb2.loc.gov/ammem/ndlpedu/lessons/constitu/conintro.html

Interdisciplinary Connections
Language Arts

Differentiated Learning

Enrichment Activity:

- Choose one of the amendments from the Bill of Rights and give examples of Supreme Court cases that focus on that right. Explain the outcome of the case. Was the amendment upheld?

Additional Instruction:

- Study the Bill of Rights.
- Play a game asking students which right belongs to what amendment.

Additional Resources

Supplemental Texts:

- Center for Civic Education. We The People. Calabasas, CA: Center for Civic Education, 1995. This study of constitutional government in the United States includes student texts written at three Levels. We the people, Level One is designed for use with upper elementary students while Level Two includes appropriate materials for the development of a serious study of constitutional Government at the middle school. We The People, The Citizen and the Constitution is the senior high text. There is a teacher’s guide for each of the three texts.
  - This three volume study of the Federal Convention is an exceptional resource for teachers and senior high students. Volume III includes a number of letters from delegates which students can explore in order to examine the Framers from a more humanistic vantage point.

  - This supplement includes a wealth of new material which came to the attention of scholars after the publication of Farrand's three volume study of the Constitutional Convention. The volume includes hundreds of personal letters from delegates and a number of George Washington's diary entries.

  - *The Founders' Constitution* is a collection of thoughts, opinions, and arguments of the Founders. The collection includes an examination of the Congressional debates over a Bill of Rights and lists the seventeen amendments which the House of Representatives passed and sent to the Senate on 24 August 1789.

  - This is complete teaching unit on the Bill of Rights based on primary sources materials. On the Bill of Rights based on primary sources materials which may be adapted for use by Middle school students.

  - Rakove re-examines the issues which the Framers of the Constitution had to solve and describes the ratification debates in detail. The work delves into the question of "originalism" and what role it should play in interpreting the Constitution.

  - The brilliant defense of the Constitution by Alexander Hamilton, James Madison, and John Jay is an American classic. Hamilton's Federalist No. 1 on "Good Government" and No. 84 on the Bill of Rights are referenced in this unit of study.

  - A counterpart to The Federalist Papers, this one volume study includes essays in opposition the Constitution. Brutus's letter *To the Citizens of the State of New York* argues for the need of a bill of rights to protect the people from government usurpation of power.
  - This is a comprehensive study of the First Congress and the debates over the Bill of Rights.

  - This is a comprehensive study of the First Congress and the debates over the Bill of Rights.
Community Connections

- Have a journalist speak to the class on freedom of speech.

Informal Assessment

Teachers can create their own assessment based on the lesson content.
### The Bill of Rights (1 day)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Government:</strong></td>
<td></td>
<td>Federalists, Anti-Federalists</td>
</tr>
<tr>
<td>B. Explain how the Declaration of Independence, the U.S. Constitution, including the Bill of Rights, and the Northwest Ordinance have provided for the protection of rights and the long-term future of a growing democracy:</td>
<td><strong>Core Activity</strong>&lt;br&gt;The Bill of Rights was added to the Constitution to guarantee individual liberties, and to make sure that the new government would not treat citizens like the old colonial government of Great Britain. The lesson culminates with a final activity of &quot;Guess the Amendment.&quot;&lt;br&gt;&lt;br&gt;Find the entire activity on the Web site: <a href="http://rims.k12.ca.us/score_lessons/bill_of_rights/index.htm">http://rims.k12.ca.us/score_lessons/bill_of_rights/index.htm</a></td>
<td></td>
</tr>
<tr>
<td>4. Explain the political concepts expressed in the U.S. Constitution&lt;br&gt;e. Checks and balances.</td>
<td><strong>Interdisciplinary Connections</strong>&lt;br&gt;Language Arts</td>
<td></td>
</tr>
<tr>
<td>5. Explain how the U.S. Constitution protects the rights of citizens, regulates the use of territory, manages conflict and establishes order and security.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Differentiated Learning

**Enrichment Activity:**
- The Web site makes suggestions for enrichment activities.

**Additional Instruction:**
- Discuss the individual liberties in the Bill of Rights and how they apply today. List and chart all ten amendments, highlighting the rights in each. Discuss how each of these rights had been violated under British Rule. Use a Bill of Rights video. Have students work in groups and cite different situations and match with the relevant amendment.

### Additional Resources

**Video:**
- PBS - “Just the Facts”: The United States Constitution and the Bill of Rights.
- PBS - United States Constitution and the Bill of Rights.
Responsibilities of Citizenship (5 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citizenship Rights and Responsibilities:</td>
<td>Core Activity</td>
<td>rights, responsibilities, government, democracy, preamble, articles, civil rights, naturalized, suffrage, franchise</td>
</tr>
<tr>
<td>B. Identify historical origins that influenced the rights U.S. citizens have today:</td>
<td>What are my rights? With what responsibilities do they come? This lesson will help students understand the connection between their rights and responsibilities as citizens. Students will complete voter registration cards, test their knowledge of current events and discover their rights.</td>
<td></td>
</tr>
<tr>
<td>a. Voting and staying informed on issues;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Being tried by a jury and serving on juries;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Having rights and respecting the rights of others.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Differentiated Learning

Enrichment Activity:

- The Web site makes suggestions for enrichment activities.

Additional Instruction:

- The Web site shares ideas for additional instruction.

Additional Resources

Web site:

- The Democracy Project [http://www.pbskids.org/democracy/](http://www.pbskids.org/democracy/)

Informal Assessment

Teachers can create their own assessment based on the lesson content.
### Why Vote? A Public Awareness Campaign (4-5 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citizenship Rights and Responsibilities, B. Identify historical origins that influenced the rights U.S. citizens have today:</td>
<td>Core Activity Students will learn that towns include people whose jobs contribute to the quality of community life. Students will use the online activity “How Does Government Affect Me?” as a springboard to discuss the importance of voting. The lesson will culminate with the creation of &quot;Please Vote&quot; bookmarks, a public awareness campaign.</td>
<td>privilege, federal, state and local government</td>
</tr>
</tbody>
</table>

### Interdisciplinary Connections

**Language Arts**

### Differentiated Learning

**Enrichment Activity:**

- Direct student to the online game included in this lesson, “How Does Government Affect Me.”
- List how government workers affect lives in your community.
- Students could design other craft items that encourage voting such as buttons, stickers, pencil covers, or badges.
- Students could take field trips to official city and county buildings and/or community service organizations to distribute the students' bookmarks.
- Older students may invite parents or neighbors to be guest speakers to discuss what they do in the community.

**Additional Instruction:**

- Have students make posters to engage readers or participants in the voting process. Use newspapers to cut out articles on the issues and candidates.
- Students should read political editorials and comment to the class on their political viewpoints.
Additional Resources

Video:

- PBS Video – Voting, hosted by Lisa Bonet

Web Sites:

- The PBS Kids Democracy Project
  http://www.pbs.org/democracy/kids/

Community Connections

- Select speakers or community volunteers to speak to classes on community issues that may be important to schools.

Informal Assessment

Teachers can create their own assessment based on the lesson content.
**How Can Citizens Participate? (1 day)**

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citizenship Rights and Responsibilities,</td>
<td></td>
<td>alien, citizen</td>
</tr>
<tr>
<td>B. Identify historical origins that influenced the rights U.S. citizens have today:</td>
<td><strong>Core Activity</strong> This lesson will discuss the different ways you may participate in the government. It will also suggest those things you should think about in deciding whether or not you should participate. Find the entire lesson on the Web site: <a href="http://www.civiced.org/wtp_ms28_sb.html">http://www.civiced.org/wtp_ms28_sb.html</a></td>
<td></td>
</tr>
<tr>
<td>4. Show connections between the rights and responsibilities of citizenship including:</td>
<td><strong>Interdisciplinary Connections</strong> Language Arts</td>
<td></td>
</tr>
<tr>
<td>a. Voting and staying informed on issues;</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Differentiated Learning**

**Enrichment Activity:**
- Design posters depicting student involvement in government.
- Look up ways citizens become involved in civic groups and political issues.

**Additional Instruction:**
- Students can start campaign dealing with an issue; for example, littering on school grounds.
- Students can analyze how getting involved in your community affects everyone.

**Additional Resources**

**Supplemental Texts:**

**Community Connections**
- Contact local Board of Elections on ways to get involved in government.

**Informal Assessment**
Teachers can create their own assessment based on the lesson content.
### What Does a Jury Do Anyway? (1-2 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citizenship Rights and Responsibilities:</td>
<td>Core Activity</td>
<td>extensive list defined in lesson</td>
</tr>
<tr>
<td>B. Identify historical origins that influenced the rights U.S. citizens have today:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Show connections between the rights and responsibilities of citizenship including:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Being tried by a jury and serving on juries;</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Differentiated Learning

**Enrichment Activity:**

- Have students compare available information on jury selection in Indiana with that of Ohio. Many jurisdictions have information about their process up the Internet. These sites can be located using a simple Web search with terms like “jury duty.” In Indiana, Marion County has its own Web site for prospective jurors: [http://www.indygov.org/courts/jurypool/index.htm](http://www.indygov.org/courts/jurypool/index.htm).

- In the case of *Ritter v. Stanton* the attorneys for Ira Ritter and Kroger allege that the amount of damages awarded by the jury were excessive and ask the court to review this matter. Ask your students to read the briefs submitted by each side. Why do the Ritter/Kroger attorneys feel the award is excessive? *The Dollar Inn, Inc. v. Slone* and *Sears Roebuck & Co. v. Manuilov* cases are cited by both sets of attorneys on this topic. Ask students to read these opinions (they are both available on-line) and to discuss the discretion given to a jury in awarding damages.

- Compare the authority the Ohio Constitution gives juries in criminal matters with that of other states. Do many other states allow juries to determine the law as well as the facts? Does the U.S. Constitution allow this in federal courts?

#### Additional Instruction:

- Stage a mock trial and allow students to see sample subpoenas and summons.

- Highlight and discuss the word “impartial” in reference to a jury.
Additional Resources

Web Sites:

- Montgomery County Ohio Juror Information Web site
  http://montcourt.org/jurorinfo.php

Informal Assessment

Teachers can create their own assessment based on the lesson content.
### The Inauguration and Constitution (1 day)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F: Explain the political and economic challenges faced by the United States after the Revolutionary War and the actions that resulted in the adoption of the U.S. Constitution:</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>6. Explain the challenges in writing and ratifying the U.S. Constitution including:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Issues debated during the convention resulting in compromises (i.e., the Great Compromise, the Three-Fifths Compromise and the compromise over the slave trade;)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Government:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B: Explain how the Declaration of Independence, the U.S. Constitution, including the Bill of Rights, and the Northwest Ordinance have provided for the protection of rights and the long-term future of a growing democracy:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Explain the political concepts expressed in the U.S. Constitution:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Separation of powers;</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Differentiated Learning

**Enrichment Activity:**

- Have students find and research the Maya Angelou poem for President Clinton's inauguration.

- Research other president’s inaugurations and compare them.

- The Inaugural ceremony often includes a poem, which expresses the hopes of the people at the time of the inauguration and sets a tone for the new president's time in office. If you were elected president, what kind of message would be important to deliver during your inaugural ceremony? Write a poem suitable for the occasion, or make a list of published poems you might incorporate into such a ceremony.

- Research the transfer of leadership in other countries. What special ceremonies occur? Possibilities might include the coronation of Queen Elizabeth II in 1952, the recent election of Vicente Fox in Mexico, or the coronation of Emperor Akihito in 1990.
Additional Instruction:

- Welcome students comments regarding all the activities that take place during an inauguration.

Additional Resources

Web sites:

- Inaugural 2001 Lesson Plans

- Related Lesson and Activities: Elementary
  http://www.pbs.org/newshour/inauguration/relatedlessonselementary.html

- Related Lessons and Activities: Secondary
  http://www.pbs.org/newshour/inauguration/relatedlessonssecondary.html

Community Connections

- Look at Dayton's Mayoral Inauguration process. Discuss similarities and differences between other countries.

Informal Assessment

Teachers can create their own assessment based on the lesson content.
**Before and Beyond the Constitution: What Should a President Do? (2-3 days)**

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td>magistrat, aristocracy, monarchy</td>
</tr>
<tr>
<td>F. Explain the political and economic challenges faced by the United States after the Revolutionary War and the actions that resulted in the adoption of the U.S. Constitution:</td>
<td>What important developments occurred during George Washington's tenure as the first “President of the United States”? How did they affect the future of the U.S. and the office of President?</td>
<td></td>
</tr>
<tr>
<td>a. The precedents established by George Washington, including the cabinet and a two-term presidency;</td>
<td>Interdisciplinary Connections</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Language Arts</td>
<td></td>
</tr>
</tbody>
</table>

**Differentiated Learning**

**Enrichment Activity:**
- Have students match an action of the President with a power or responsibility as defined in Article II of the Constitution.

**Additional Instruction:**
- Using the following Web site: [http://edsitement.neh.gov/lesson_images/lesson458/Pres_Role.pdf](http://edsitement.neh.gov/lesson_images/lesson458/Pres_Role.pdf) read in pairs and summarize the jobs of a president. Come together as a class and debate whether or not students would want to be president with this job description. Have any of the roles of a president changed over the years? If so, how?

**Additional Resources**

**Video:**
- PBS – Rediscovering George Washington
- PBS – George Washington Remembers

**Web site:**
- PBS – Rediscovering George Washington
  [http://www.pbs.org/georgewashington/](http://www.pbs.org/georgewashington/)
- PBS – The Presidents

**Informal Assessment**

Teachers can create their own assessment based on the lesson content.
# George Washington: The Precedent President (2-3 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>F. Explain the political and economic challenges faced by the United States after the Revolutionary War and the actions that resulted in the adoption of the U.S. Constitution:</td>
<td>Students match an action of a President with a power or responsibility of the Chief Executive.</td>
<td>Confederation, federal system</td>
</tr>
<tr>
<td>7. Describe the actions taken to build one country from 13 states including:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Differentiated Learning

### Enrichment Activity:

- Assign the important developments occurring during George Washington's tenure to individual students to research. How did these events affect the future of the U.S.? For example, compare Washington's executive cabinet with the cabinet positions today.

### Additional Instruction:

- Read Federalist Paper #69 on the Web site: [http://www.yale.edu/lawweb/avalon/federal/fed69.htm](http://www.yale.edu/lawweb/avalon/federal/fed69.htm)  
  "The Real Character of the Executive" by Alexander Hamilton. Compile a list of powers and responsibilities as outlined by Hamilton.

## Additional Resources

### Websites:

- PBS – The Presidents  
  [http://www.whitehouse.gov/history/presidents](http://www.whitehouse.gov/history/presidents)

### Informal Assessment

Clearly marked assessment in the lesson.
# George Washington: Images of History (1-2 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F. Explain the political and economic challenges faced by the United States after the Revolutionary War and the actions that resulted in the adoption of the U.S. Constitution:</td>
<td><strong>Core Activity</strong>&lt;br&gt;This activity asks students to consider how artists’ depictions of George Washington have shaped perceptions of “the father of our country” in different eras.</td>
<td>mythic, perception</td>
</tr>
<tr>
<td>7. Describe the actions taken to build one country from 13 states including:</td>
<td><strong>Find the entire lesson on the Web site:</strong>&lt;br&gt;<a href="http://historymatters.gmu.edu/d/6876/">http://historymatters.gmu.edu/d/6876/</a></td>
<td></td>
</tr>
<tr>
<td>a. The precedents established by George Washington, including the cabinet and a two-term presidency;</td>
<td>Interdisciplinary Connections&lt;br&gt;Language Arts&lt;br&gt;Art</td>
<td></td>
</tr>
</tbody>
</table>

## Differentiated Learning

*Enrichment Activity:*
- Assign students to go to the library and view different books on Washington. Show various guises and personas.

*Additional Instruction:*
- View several picture images of the President. Ask student if the pictures changed their thoughts about him.

## Additional Resources

*Web Sites:*
- George Washington Portraits<br>http://xroads.virginia.edu/~CAP/PIX/pix_hp.html#VW
- George Washington – A National Treasure – Interactive Portrait<br>http://www.georgewashington.si.edu

## Informal Assessment

Teachers can create their own assessment based on the lesson content.
**Promoting the General Welfare:**
*The National Bank Debate (1-2 days)*

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
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</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td>federalism, sectionalism</td>
</tr>
<tr>
<td>F. Explain the political and economic challenges faced by the United States after the Revolutionary War and the actions that resulted in the adoption of the U.S. Constitution:</td>
<td>Alexander Hamilton’s proposal to create a national bank was designed to help build confidence in the financial stability of the new nation. However, the proposal was littered with several thorny problems. In this lesson, students will engage in a mock congressional debate over the plan to create a national bank.</td>
<td></td>
</tr>
<tr>
<td>1. Describe the actions taken to build one country from 13 states including:</td>
<td>Find the entire lesson on the Web site: <a href="http://www.ipa.udel.edu/democracy/firstcongress/lesson7.html">http://www.ipa.udel.edu/democracy/firstcongress/lesson7.html</a></td>
<td></td>
</tr>
<tr>
<td>b. Alexander Hamilton’s actions to create a financially strong country, including the creation of a national bank;</td>
<td>Interdisciplinary Connections</td>
<td></td>
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<tr>
<td></td>
<td>Language Arts</td>
<td></td>
</tr>
</tbody>
</table>

**Differentiated Learning**

**Enrichment Activity:**
- Have students research a case such as *McCulloch vs. Maryland*.
- Research Thomas Jefferson’s view of the bank and Alexander Hamilton’s view of the bank. Where do they differ?
- The national bank debate persisted through the 1830s. Teachers may want to follow-up the debates on the national bank with lessons that can stand alone or be incorporated into a thematic unit by:
  - Holding a mock Congressional debate on chartering a 2nd Bank of the United States.
  - Conduct a moot court focusing on the case of *McCulloch vs. Maryland*.
  - Conduct a mock Congressional investigation on the topic of President Andrew Jackson’s "destruction" of the 2nd National Bank.

**Additional Instruction:**
- Discuss in detail, constitutional issues which affect the chartering of the National Bank. How is the banking system different today?

**Additional Resources**

**Supplemental Texts:**

**Informal Assessment**
Teachers can create their own assessment based on the lesson content.
### Marbury vs. Madison- (1803) (3 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F. Explain the political and economic challenges faced by the United States after the Revolutionary War and the actions that resulted in the adoption of the U.S. Constitution:</td>
<td>Core Activity</td>
<td>judicial review</td>
</tr>
<tr>
<td>7. Describe the actions taken to build one country from 13 states including:</td>
<td>Students examine how <em>Marbury v. Madison</em> created a model of judicial independence, judicial review and enriched the separation of powers principle.</td>
<td></td>
</tr>
<tr>
<td>c. The establishment of an independent federal court system.</td>
<td>Find the entire activity on the Web site: <a href="http://www.landmarkcases.org/marbury/home.html">http://www.landmarkcases.org/marbury/home.html</a></td>
<td></td>
</tr>
</tbody>
</table>

### Differentiated Learning

**Enrichment Activity:**
- Analyze Thomas Jefferson’s reaction.
- Study the political cartoon on the Web site.

**Additional Instruction:**
- Explain the importance of this case and why it is still widely used in law classes today.
- Explain Judicial Review and its significance.

**Additional Resources**

**Web site:**
- NARA – The Power of the courts ~ *Marbury vs. Madison, 1803*  
### Challenges to the Federal Government (2-4 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td>federalism</td>
</tr>
<tr>
<td>F. Explain the political and economic challenges faced by the United States after the Revolutionary War and the actions that resulted in the adoption of the U.S. Constitution:</td>
<td>How did individuals and states challenge the power of the federal government in the young nation?</td>
<td></td>
</tr>
<tr>
<td>7. Describe the actions taken to build one country from 13 states</td>
<td>Find the entire activity on the Web site: <a href="http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/crossroads/sec4/Unit_5/Unit_VQ2R2.html">http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/crossroads/sec4/Unit_5/Unit_VQ2R2.html</a></td>
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</tr>
<tr>
<td>Social studies skills and methods:</td>
<td>Interdisciplinary Connections</td>
<td></td>
</tr>
<tr>
<td>D. Work effectively in a group:</td>
<td>Language Arts</td>
<td></td>
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<tr>
<td>5. Identify ways to manage conflict within a group</td>
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</tr>
</tbody>
</table>

### Differentiated Learning

**Enrichment Activity:**
- Have students review the five challenges to authority that are presented on the lesson Web site. These are primary sources of information.

**Additional Instruction:**
- Read *The Whiskey Rebellion* in the classroom text. How did the Whiskey Rebellion reveal George Washington's concern for national security?

### Additional Resources

**Web site:**
- PBS – “The Duel” – Whiskey Rebellion