# In this document, you will find the pacing for 8th Grade Social Studies Quarter 2. It is broken down by weeks/days. Please use this resource when you are planning your lessons. At the end of each week, I have included some online resources. You are NOT limited to these resources, however, they can come in handy when you are thinking about engagement. The table of contents is listed below. You can click the Week, and it will take you directly to that page.

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# WEEK 1

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| **Day of the Week** | **Monday****10/18** | **Tuesday****10/19** | **Wednesday****10/20** | **Thursday****10/21** | **Friday****10/22** |
| **Standard** | 8.23 Examine the principles and purposes of government listed in the Preamble and principles stated in the Constitution, including: the separation of powers, federalism, and checks and balances. (T.C.A. § 49-6-1028)  |
| **PBO** | 8.23 SWBAT critically examine a source by extracting and paraphrasing significant ideas IOT examine the principles and purposes of government articulated in the Preamble and principles stated in the Constitution, including: the separation of powers, federalism, and checks and balances.  |
| **Tier II & Tier III Vocabulary** | Tier 2: principles, purposes, articulated, stated inTier 3: Preamble, Constitution, separation of powers, federalism, checks and balances |
| **Big Ideas** | The goals and principles of the Constitution have guided the United States for more than 200 years. The Framers of the US Constitution structured the government so that the three branches have separate powers. The branches must both cooperate and compete to enact policy.Each of the branches has the power to check the other two, which ensures that no one branch can become too powerful and that government as a whole is constrained.This structure ensures that the people’s will is represented by allowing citizens multiple access points to influence public policy, and permitting the removal of officials who abuse their power. |
| **Daily Learning Targets** | TSW identify the Constitution and its key parts.TSW describe the purpose of the Constitution. | TSW describe the purpose of the Preamble. TSW analyze the six purposes of government that are in the Preamble.  | TSW explain the purpose of separation of powers in the US Constitution.TSW cite evidence (from the Constitution) to evaluate the key principle of separation of powers using Articles I-III of the US Constitution.  | TSW explain the purpose of checks and balances in the US Constitution.TSW cite evidence (from the Constitution) to evaluate the key principle of checks and balances in the US Constitution. | TSW explain the purpose of federalism in the US Constitution.TSW cite evidence (from the Constitution) to evaluate the key principle of federalism in the US Constitution. |
| **Resources** | iCivics: <https://www.icivics.org/curriculum/constitution> Khan Academy: <https://www.khanacademy.org/humanities/us-government-and-civics/us-gov-foundations/us-gov-principles-of-american-government/a/principles-of-american-government-article> Adapted Constitution: <https://www.civiced.org/images/stories/downloads/United_States_Constitution_for_Kids.pdf> Constitution BrainPop Video: <https://www.youtube.com/watch?v=E2NdpRHIJDw> BOR Video: <https://www.youtube.com/watch?v=aMCDikASE4o&t=109s> Teaching Six Big Ideas in the Constitution: <https://www.archives.gov/legislative/resources/education/constitution> Constitution Powerpoints: <https://www.phillips.k12.wi.us/apps/pages/index.jsp?uREC_ID=430807&type=u&pREC_ID=1040446>  |

# WEEK 2

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| **Day of the Week** | **Monday****10/25** | **Tuesday****10/26** | **Wednesday****10/27** | **Thursday****10/28** | **Friday****10/29** |
| **Standard** | 8.24 Describe the conflict between Federalists and Anti-Federalists over the ratification of the Constitution, including the protection of individual rights through the Bill of Rights and concern for states’ rights. (T.C.A. § 49-6-1028)  |
| **PBO** | 8.24 SWBAT critically examine a source by extracting and paraphrasing significant ideas IOT describe the conflict between Federalists and Anti-Federalists over the ratification of the Constitution, including the protection of individual rights through the Bill of Rights and concern for states’ rights |
| **Tier II & Tier III Vocabulary** | Tier 2: conflictTier 3: Federalists, Anti-Federalists, ratification individual rights, Bill of Rights, states' rights  |
| **Big Ideas** | The Bill of Rights consists of guarantees of civil liberties and checks on state power; it was added in order to convince states to ratify the Constitution. Those who supported the Constitution and a stronger national republic were known as Federalists. Those who opposed the ratification of the Constitution in favor of small localized government were known as Anti-Federalists. Both the Federalists and the Anti-Federalists were concerned with the preservation of liberty, however, they disagreed over whether or not a strong national government would preserve or eventually destroy the liberty of the American people. |
| **Daily Learning Targets** | TSW describe the concept of natural rights. TSW explain the concept of “natural rights” as the Founding Fathers understood it and not “rights given by a government.”  | TSW describe the ideas of Federalists.TSW describe the ideas of Anti-Federalists.TSW explain the conflict between Federalists and Anti-Federalists.  | TSW describe the ratification of the US Constitution.TSW compare/contrast the differing perspectives of the Federalists and Anti-Federalists on the ratification of the U.S. Constitution | TSW explain individual rights. TSW compare/contrast the differing perspectives of the Federalists and Anti-Federalists onthe protection of individual rights through the Bill of Rights.  | TSW explain the idea of states’ rights.TSW compare/contrast the differing perspectives of the Federalists and Anti-Federalists on the concern for states’ rights. |
| **Resources** | * CommonLit BOR: <https://www.commonlit.org/texts/the-bill-of-rights>
* iCivics: <https://www.icivics.org/teachers/lesson-plans/youve-got-rights>
* Constitution Center BOR: <https://constitutioncenter.org/media/files/Bill_of_Rights_%286-8%29.pdf>
* BOR Institute: <https://www.archives.gov/legislative/resources/education/bill-of-rights>
* Federalists v. Antifederalists: <http://faculty.polytechnic.org/gfeldmeth/chart.fed.pdf>
* Sample Federalists v. AntiFederalists Lesson Plan: <https://sheg.stanford.edu/sites/default/files/download-pdf/Federalists%20and%20Antifederalists%20Lesson%20Plan.pdf>
* Bill of Rights Video: <https://www.youtube.com/watch?v=yYEfLm5dLMQ>
* Amending the Constitution: <https://www.youtube.com/watch?v=FwREAW4SlVY>
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# WEEK 3

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| **Day of the Week** | **Monday****11/1** | **Tuesday****11/2** | **Wednesday****11/3** | **Thursday****11/4** | **Friday****11/5** |
| **Standard** | 8.25 Analyze the major events of the administration of President George Washington, including: the precedents he set, Whiskey Rebellion, and ideas presented in his farewell address. | 8.26 Explain how conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties by analyzing their views on foreign policy, economic policy, a national bank, and strict versus loose interpretation of the Constitution.  | CFA #1:Standards 8.238.248.25 8.26 |
| **PBO** | 8.25 SWBAT synthesize data from multiple sources IOT analyze the major events of the administration of President George Washington, including: the precedents he set, Whiskey Rebellion, and ideas presented in his farewell address.  | 8.26 SWBAT construct and communicate arguments citing evidence by illustrating cause and effect IOT explain how conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties by analyzing their views on foreign policy, economic policy, a national bank, and strict versus loose interpretation of the Constitution.  |
| **Tier II & Tier III Vocabulary** | Tier II: Events, administration, precedents, presented Tier III: Administration of President George Washington, Whiskey Rebellion, farewell address | Tier II: resulted in, emergence, viewsTier III: Thomas Jefferson, Alexander Hamilton, political parties, foreign policy, economic policy, national bank, strict versus loose interpretation of the Constitution |
| **Big Ideas** | * Virginian and Revolutionary War General George Washington became the United States's first president in 1789. His actions in office set a precedent for a strong executive branch and a strong central government.
* The major political questions and conflicts during the 1790s concerned foreign policy, economic policy, and the balance of power between states and the federal government.
* During Washington's presidency, factions began to emerge that would soon form the first two political parties in the United States: the Democratic-Republicans and the Federalists.
* Washington’s decision to stay neutral during the French Revolution set a precedent for the United States government to practice isolationism as its main foreign policy strategy for over a hundred years.
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| **Daily Learning Targets** | TSW identify George Washington.TSW explain the events of the Whiskey Rebellion.TSW describe Washington’s aggressive response to the Whiskey Rebellion.  | TSW describe the ideas expressed in Washington’s Farewell Address.TSW explain the reasoning of the precedents Washington set. TSW analyze the impact of the precedents set by Washington.  | TSW identify Thomas Jefferson.TSW identify Alexander Hamilton.TSW compare/contrast Jefferson’s and Hamilton’s ideas of foreign policy (favoring the British v. French). TSW compare/contrast Jefferson’s and Hamilton’s ideas of the national bank.TSW compare/contrast Jefferson’s and Hamilton’s preferences of agrarian and manufacturing-based economies.  | TSW compare/contrast Jefferson’s and Hamilton’s ideas of strict v. loose interpretation of the Constitution.TSW explain how the conflicts between Jefferson and Hamilton resulted in two political parties.  | CFA #1:Standards 8.238.248.25 8.26 |
| **Resources** | * Khan Academy: <https://www.khanacademy.org/humanities/us-history/road-to-revolution/creating-a-nation/v/why-was-george-washington-the-first-president>
* Common Lit Alexander Hamilton: <https://www.commonlit.org/texts/alexander-hamilton>
* 70th Annual Tony Awards ‘Hamilton’: <https://www.youtube.com/watch?v=b5VqyCQV1Tg>
* Whiskey and War: <https://manifoldproductions.com/AH-Education-Videos/WhiskeyAndWar/WhiskeyAndWar.pdf>
* [TED Ed: The Oddities of the First American Election](https://ed.ted.com/lessons/the-oddities-of-the-first-american-election-kenneth-c-davis)
* [Simple History: George Washington](https://www.youtube.com/watch?v=oeff14XdS9k&list=PLu2xst_eS6dpUbce1J8hf4FD1f9RSd6jM&index=7)
* [Online Simulation: Be Washington – Whisky Rebellion. Genet Affair](http://play.bewashington.org/)
* [SHEG Lesson: Hamilton v. Jefferson](https://sheg.stanford.edu/history-lessons/hamilton-v-jefferson)
* Whiskey Rebellion Primary Source Set: <https://www.gilderlehrman.org/sites/default/files/inline-pdfs/07920_FPS.pdf>
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# WEEK 4

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| **Day of the Week** | **Monday****11/8** | **Tuesday****11/9** | **Wednesday****11/10** | **Thursday****11/11****NO SCHOOL** | **Friday****11/12** |
| **Standard** | 8.27 Explain the controversies that plagued the administration of President John Adams, including: the conflicts with Great Britain and France, the XYZ Affair, and the Alien and Sedition Acts.  |  | 8.28 Identify how westward expansion led to the statehood of Tennessee and the importance of the first state constitution (1796). (T.C.A. § 49-6-1028).  |
| **PBO** | 8.27 SWBAT synthesize data from multiple sources IOT explain the controversies that plagued the administration of President John Adams, including: the conflicts with Great Britain and France, the XYZ Affair, and the Alien and Sedition Acts.  | 8.28 SWBAT develop geographic awareness by analyzing interactions between humans and the environment IOT identify how westward expansion led to the statehood of Tennessee and the importance of the first state constitution (1796) |
| **Tier II & Tier III Vocabulary** | Tier II: controversies, plagued Tier III: administration of President John Adams, Great Britain, France, XYZ Affair, Alien and Sedition Acts | Tier III: westward expansion, statehood of Tennessee, state constitution |
| **Big Ideas** | * John Adams, a Federalist, was the second president of the United States. He served from 1797-1801.
* John Adams's presidency was marked by conflicts between the two newly-formed political parties: the Federalists and the Democratic-Republicans.
* The conflicts between the two political parties centered on foreign policy and the balance of power between the federal government and the states' governments.
 | The following principles made the TN Constitution unique: all free men (white and African American) 21 years or older had voting rightsno state supreme courtcreation of a weak executive position. |
| **Daily Learning Targets** | TSW identify John Adams.TSW describe the conflicts with Great Britain and France economically and politically.TSW explain how this conflict plagued John Adams’ career.  | TSW describe the XYZ affair.TSW explain how the challenges of the XYZ Affair plagued John Adams’ career.  | TSW describe the Alien and Seditions Act.TSW compare/contrast how Federalists and Anti-Federalists perceived the Alien and Seditions Act.TSW explain how the challenges of the Alien and Seditions Act plagued John Adam’s career.  | TSW identify the state of Tennesee. TSW describe how westward expansion led to the statehood of Tennessee.TSW explain the key principles of Tennessee’s first constitution. TSW analyze Thomas Jefferson’s statement about the the Tennessee Constitution of 1796 being “least imperfect and most republican of thestate constitutions.”  |
| **Resources** | * XYZ Affair Political Cartoon: <https://www.loc.gov/item/93509853/>
* John Adams Mini Bio: <https://www.youtube.com/watch?v=yQEs3OJKh4c>
* John Adams video: <https://www.youtube.com/watch?v=oeHepBjAyS0>
* Quasi War Video: <https://www.youtube.com/watch?v=YHF-jNE52uI>
* Alien and Seditions Act TDQ: <https://www.westada.org/cms/lib/ID01904074/Centricity/Domain/9987/Reading-The%20Alien%20and%20Sedition%20Acts.pdf>
* John Adams Presidency PPT: <https://www.neisd.net/cms/lib/TX02215002/Centricity/Domain/5365/EJ%20version%20Alien%20and%20Sedition%20Acts.pdf>
* TN Constitution Background: ​​<https://sos.tn.gov/products/tennessee-state-constitution#:~:text=The%20first%20constitution%20of%20the,the%20Congress%20before%20it%20adjourned>.
* TN Constitution Lesson: <https://sos-tn-gov-files.s3.amazonaws.com/15-16%20Tennessee%20State%20Constitution.pdf>
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# WEEK 5

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| **Day of the Week** | **Monday****11/15** | **Tuesday****11/16** | **Wednesday****11/17** | **Thursday****11/18** | **Friday****11/19** |
| **Standard** | 8.29 Analyze the significance of the election of 1800 and Chief Justice John Marshall’s opinion in Marbury v. Madison. | 8.30 Explain the major events of Thomas Jefferson’s presidency, including conflicts with the Barbary pirates, Embargo Act, the Louisiana Purchase, and the Lewis and Clark Expedition. | CFA #2:Standards 8.278.288.29 8.30 |
| **PBO** | 8.29 SWBAT construct and communicate arguments citing evidence by illustrating cause and effect IOT analyze the significance of the election of 1800 and Chief Justice John Marshall’s opinion in Marbury v. Madison.  | 8.30 SWBAT synthesize data from multiple sources IOT explain the major events of Thomas Jefferson’s presidency, including: Conflict with the Barbary pirates, Embargo Act, Lewis and Clark Expedition, Louisiana Purchase.  |
| **Tier II & Tier III Vocabulary** | **Tier II:** opinion**Tier III:** election of 1800, Chief Justin John Marshall, Marbury v. Madison | **Tier III:** Thomas Jefferson's presidency, Barbary pirates, Embargo Act, Lewis and Clark Expedition, Louisiana Purchase; |
| **Big Ideas** | * The election of 1800 pitted Democratic-Republican Thomas Jefferson against Federalist John Adams.
* The election was a referendum on two different visions of America. The Federalists envisioned a strong central government and a thriving manufacturing sector, while the Democratic-Republicans yearned for an agrarian republic centered on the values of the yeoman farmer
* The election of 1800 was one of the most bitter, contentious, and fiercely partisan presidential elections in US history.
* Thomas Jefferson was the third president of the United States. He served two terms in office, from 1801 to 1809.
* Jefferson dealt with two major challenges to US authority: piracy along the Barbary Coast of North Africa, and British impressment, which resulted in Jefferson instating a mass embargo of European goods, the Embargo Act of 1807.
* Jefferson authorized the Louisiana Purchase, which effectively doubled the territory of the United States.
* Jefferson confronted questions of presidential authority in deciding whether or not to acquire the territory, since the US Constitution does not explicitly give the president the power to purchase territory.
* Jefferson enlisted Meriwether Lewis and William Clark to explore the new uncharted territory and secured Congressional funding for their expedition.
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| **Daily Learning Targets** | TSW describe the events of the election of 1800.TSW explain the significance of the election of 1800.TSW describe the Supreme Court case *Marbury v. Madison*.TSW explain the significance of John Marshall’s opinion in *Marbury v. Madison*.  | TSW identify Thomas Jefferson.TSW describe the conflict with the Barbary pirates.TSW explain how the conflict with the Barbary pirates led to a change in foreign policy. | TSW describe the Embargo Act.TSW explain how the Embargo Act was a failure for Jefferson’s presidency. | TSW identify the land purchased in the Louisiana Territory.TSW analyze the effect of the Louisiana Purchase.TSW explain how the Louisiana Purchase was a contradiction with Jefferson’s belief of limited government.TSW identify the land explored by Lewis and Clark. TSW explain the purpose of the Lewis and Clark expedition.  |
| **Resources** | * Lousiana Purchase Ted-Ed video: <https://www.youtube.com/watch?v=sMh8RCqJf9U>
* Thomas Jefferson mini bio video: <https://www.youtube.com/watch?v=82KmrV-Szhs>
* Barbary Pirates TDQs: <https://www.chino.k12.ca.us/site/handlers/filedownload.ashx?moduleinstanceid=10274&dataid=9124&FileName=America%20and%20the%20Barbary%20Pirates.pdf>
* Embargo Act Political Cartoon: <https://www.boone.k12.ky.us/userfiles/1050/Classes/5330/embargo%20act%20political%20cartoons.pdf?id=553365>
* Lousiana Purchase iCivics: <https://www.icivics.org/teachers/lesson-plans/louisiana-purchase-1803>
* [Lewis and Clark SAC](https://sheg.stanford.edu/history-lessons/lewis-and-clark-sac)
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# WEEK 6

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| **Day of the Week** | **Monday****11/29** | **Tuesday****11/30** | **Wednesday****12/1** | **Thursday****12/2** | **Friday****12/3** |
| **Standard** | 8.31 Explain the causes, course, and consequences of the War of 1812, including: Uses of impressment and trade restrictions between the U.S. and Great Britain, Roles of Andrew Jackson and William Henry Harrison, Significance of the Treaty of Ghent, Rise in nationalism in the U.S.  | 8.32 Identify and locate the changing boundaries of the U.S. as a result of the Convention of 1818 and the Adams-Onis Treaty.  | 8.33 Analyze the purpose and effects of the Monroe Doctrine.  |
| **PBO** | 8.31 SWBAT construct and communicate arguments citing evidence by illustrating cause and effect IOT explain the causes, course, and consequences of the War of 1812, including: Uses of impressment and trade restrictions between the U.S. and Great Britain, Roles of Andrew Jackson and William Henry Harrison, Significance of the Treaty of Ghent, Rise in nationalism in the U.S.  | 8.32 SWBAT develop geographic awareness by analyzing locations IOT identify and locate the changing boundaries of the U.S. as a result of the Convention of 1818 and the Adams-Onis Treaty.  | 8.33 SWBAT construct and communicate arguments citing evidence by illustrating cause and effect IOT analyze the purpose and effects of the Monroe Doctrine.  |
| **Tier II & Tier III Vocabulary** | **Tier II:** cause, course, consequence**Tier III:** War of 1812, impressment, trade restrictions, Andrew Jackson, William Henry Harrison, Treat of Ghent, nationalism | **Tier II:** as a result of the**Tier III:** Convention of 1818, Adams-Onis Treaty | **Tier II:** purpose, effects**Tier III:** Monroe Doctrine |
| **Big Ideas** | * In 1820,The War of 1812, which lasted from June 18, 1812 to February 18, 1815, was fought over issues that continued to plague relations between the United States and Britain after the Revolutionary War, like impressment of American sailors and trade restrictions on American shipping.
* Though many American grievances were resolved during the course of the war, the Treaty of Ghent, which formally ended the War of 1812, involved no significant change in pre-war borders or boundaries.
* For Native Americans who had allied with the British, the outcome of the war was devastating to their land and political autonomy.
* James Monroe articulated the US foreign policy goal of ending European colonization in the Americas.
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| **Daily Learning Targets** | TSW explain how Britain’s impressment of American sailors led to the War of 1812.TSW explain how trade restrictions between America and Britain led to the War of 1812.TSW explain why the country was divided on going to war primarily based on regional economic concerns. | TSW identify Andrew Jackson.TSW describe Andrew Jackson’s role during the war.TSW analyze the outcome of the Battle of New Orleans.TSW explain how the outcome of the BNO led to an increase in national pride. | TSW identify William Henry Harrison.TSW describe WHH’s role during the War of 1812.TSW explain the significance of the Treaty of Ghent.TSW analyze how the war led to the consequence of the resulting rise nationalism in the US.  | TSW identify US boundaries before the Adams-Onis treaty.TSW describe the significance of the Convention of 1818.TSW identify the boundary changes after the Adams-Onis treaty. TSW explain the impact of the Adams-Onis Treaty in the US’s desire for land acquisition.  | TSW analyze excerpts of the Monroe Doctrine to determine the purposes of its policy.TSW explain how the Doctrine affected US relations with foreign nations. |
| **Resources** | * [War of 1812](https://www.youtube.com/watch?v=AjQluISrGfY),
* [60-Second Presidents – James Madison](https://www.youtube.com/watch?v=bSaZ1n123SU),
* [The American Presidents – James Monroe](https://www.youtube.com/watch?v=cwvHtkCusHo),
* [60-Second Presidents – James Monroe](https://www.youtube.com/watch?v=xftyHVddy1U)
* [Image collection: War of 1812](https://www.loc.gov/rr/print/list/war_1812.html)
* Adams-Onis Treaty: <https://www.warrenhills.org/cms/lib/NJ01001092/Centricity/Domain/145/Adams%20Onis.pdf>
* Monroe Doctrine with Primary sources: <https://www.nhd.org/sites/default/files/TheMonroeDoctrine%20-%20fillable%20pdf.pdf>
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# WEEK 7

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| **Day of the Week** | **Monday****12/6** | **Tuesday****12/7** | **Wednesday****12/8** | **Thursday****12/9** | **Friday****12/10** |
| **Standard** | 8.44 Analyze the role played by Chief Justice John Marshall in strengthening the judicial branch, including the key decisions of the Supreme Court in Gibbons v. Ogden and McCulloch v. Maryland.  | 8.45 Examine the importance of the elections of 1824 and 1828, including: the corrupt bargain, the spoils system, and Jacksonian Democracy.  | 8.46 Examine President Andrew Jackson’s actions regarding the Bank of the U.S. and the Nullification Crisis, and analyze the effects of these events on the nation.  | 8.47 Describe the impact of the Indian Removal Act and the struggle between the Cherokee Nation and the U.S. government, including the significance of Worcester v. Georgia and the Trail of Tears.  |
| **PBO** | 8.44 SWBAT construct and communicate arguments citing evidence by illustrating cause and effect IOT analyze the role played by Chief Justice John Marshall in strengthening the judicial branch, including the key decisions of the Supreme Court in Gibbons v. Ogden and McCulloch v. Maryland.  | 8.45 SWBAT critically examine a source by drawing inferences and conclusions IOT examine the importance of the elections of 1824 and 1828, including: the corrupt bargain, the spoils system, and Jacksonian Democracy.  | 8.46 SWBAT critically examine a source by drawing inferences and conclusions IOT examine President Andrew Jackson’s actions regarding the Bank of the U.S. and the Nullification Crisis, and analyze the effects of these events on the nation.  | 8.47 SWBAT synthesize data from multiple sources by recognizing differences among accounts IOT describe the impact of the Indian Removal Act and the struggle between the Cherokee Nation and the U.S. government, including the significance of Worcester v. Georgia and the Trail of Tears.  |
| **Tier II & Tier III Vocabulary** | Tier II: strengthening, key decisions;Tier III: Chief Justice John Marshall, judicial branch, Supreme Court, Gibbons v. Ogden, McCulloch v. Maryland | Tier III: election of 1824, election of 1828, corrupt bargain, spoils system, Jacksonian democracy | Tier II: regarding theTier III: Bank of the United States, Nullification Crisis | Tier II: significance ofTier III: Indian Removal Act, Cherokee Nation, Worcester v. Georgia, Trail of Tears |
| **Big Ideas** | * In the case McCulloch v. Maryland, the Supreme Court considered whether Congress had the power to create a national bank and whether the state of Maryland had interfered with congressional powers by taxing the national bank.
* The Supreme Court ruled in favor of McCulloch and found that the state of Maryland had interfered with one of Congress’s implied powers.
* In the early nineteenth century, political participation rose as states extended voting rights to all adult white men.
* During the 1820s, the Second Party system formed in the United States, pitting Jacksonian Democrats against Whigs.
* Andrew Jackson was the seventh president of the United States. He served two terms in office from 1829 to 1837.
* During Jackson’s presidency, the United States evolved from a republic—in which only landowners could vote—to a mass democracy, in which white men of all socioeconomic classes were enfranchised.
* Jackson oversaw the Indian Removal Act, which forcibly relocated tens of thousands of Native Americans and had a devastating effect on the Native population.
* The tariff of 1828 raised taxes on imported manufactures so as to reduce foreign competition with American manufacturing. Southerners, arguing that the tariff enhanced the interests of the Northern manufacturing industry at their expense, referred to it as the Tariff of Abominations.
* The tariff was so unpopular in the South that it generated threats of secession.
* John C. Calhoun, Andrew Jackson’s vice president and a native of South Carolina, proposed the theory of nullification, which declared the tariff unconstitutional and therefore unenforceable.
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| **Daily Learning Targets** | TSW explain the role of the Chief Justice.TSW explain the importance of John Marshall. TSW analyze the case and outcome of *Gibbons v. Ogden*.TSW explain how *Gibbons v. Ogden* strengthened the judicial branch.  | TSW analyze the case and outcome of *McCulloch v. Maryland.*TSW explain how *McCulloch v. Maryland* strengthened the judicial branch.  | TSW describe the events of the Election of 1824.TSW analyze the impact of corrupt bargain during the Election of 1824.TSW analyze how the Election of 1828 created the idea of Jackson as the “Champion of the Common Man.”TSW explain why the spoils system eneded during the Election of 1828.TSW describe how the idea of a Jacksonian Democracy led to an in | TSW describe why Jackson opposed the renewing of the charter of the Second Bank of the U.STSW analyze the effect of the Bank on the US. TSW describe Jackson’s handling of the Nullification Crisis and why he is regarded as a Unionist.TSW analyze the effect of the Nullification Crisis on the US | TSW describe the impact of the Indian Removal Act.TSW describe the struggles between the Cherokee Nation and the US Government.TSW identify the Trail of Tears.TSW analyze the significance of *Worcester v. Georgia.* |
| **Resources** | * Video: [60-Second Presidents – Andrew Jackson](https://www.youtube.com/watch?v=bWQLZoIFwtA)
* iCivics lesson: [McCulloch v. Maryland](https://www.icivics.org/teachers/lesson-plans/mcculloch-v-maryland?keywords=maryland&type&page&referer=search-results&page_title=Search%20Results) and [Gibbons v. Ogden](https://www.icivics.org/teachers/lesson-plans/gibbons-v-ogden-1824?referer=node/407872&page_title=Landmark%20Library)
* Lesson: Native Knowledge 360 – [American Indian Removal: What Does it Mean to Remove a People?](https://americanindian.si.edu/nk360/resources/American-Indian-Removal-What-Does-It-Mean-Remove-People.cshtml)
* [Video: TedEd, History vs. Andrew Jackson](https://ed.ted.com/lessons/history-vs-andrew-jackson-james-fester)
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# WEEK 8

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| **Day of the Week** | **Monday****12/13** | **Tuesday****12/14** | **Wednesday****12/15** | **Thursday****12/16** | **Friday****12/17** |
| **Standard** | 8.48 Identify that the Tennessee Constitution of 1834 expanded voting rights for non-property owners. (T.C.A. 49-6-1028)  | **These days could be used for review, OR could be used for any Q2 standards if we are off-pacing by a few days.** | CFA #3:Standards 8.318.328.338.448.458.468.478.48  | **Make-up Day** |
| **PBO** | 8.48 SWBAT critically examine a source by extracting and paraphrasing significant ideas IOT identify that the Tennessee Constitution of 1834 expanded voting rights for non-property owners.  |
| **Tier II & Tier III Vocabulary** | Tier II: rightsTier III: Tennessee Constitution of 1834, voting rights, non-property owners |
| **Big Ideas** | The 1834 TN Constitution expanded voting rights for non-property owners. |
| **Daily Learning Targets** | TSW explain how the TN Constitution of 1834 will expand voting rights for non-property owners. |
| **Resources** | TN Constitution Background info: <https://sos.tn.gov/products/tennessee-state-constitution>  |