Fitzgerald/Edwards

Unit - Establishing the Government and Establishing Our Place in the World:

Reading, Highlighting, Notes, Timeline Summary and Images, and DBQs!

In this unit, we will look at the big topics concerning how we established the government during the first presidencies and how we established our place in the world.

* **Establishing the Government** –
  + Hamilton’s Financial Plan – pp.285-6 “Hamilton’s Financial Plan”
  + The Whiskey Rebellion – p. 287 “The Whiskey Rebellion”
  + The Development of Political Parties p290-3 “Political Parties s Emerge,” “Republicans Against Federalists”
  + Washington’s Resignation and Farewell Address p. 297 “Washington Retires from Public Life”
  + Election of 1796 p. 293 “The Election of 1796”
  + The Alien and Sedition Acts p. 299-300 “The Alien and Sedition Acts”
  + The Theory of States’ Rights pp. 300-1 “States’ Rights”
  + The Election of 1800 - pp. 310 “A Bitter Campaign”
  + Jefferson’s Reversal of Federalist Programs – pp. 311-12 “Jefferson Charts a New Course,” “new Republican policies
  + The Establishment of the Power of the Judiciary – Marbury v. Madison pp.312-13 “The Supreme Court and Judicial Review”
  + Judiciary Support for Power of Federal Government – pp. 343-44 “Three Important Supreme Court Cases”
* **Establishing Our Place in the World** –
* The French Revolution – pp. 295 “The French Revolution” – First and Second Paragraphs
* War between Great Britain and France – Neutrality, Seizing of Ships, Impressment - pp. 295-96 “The French Revolution” – Third through 6th Paragraphs
* The Jay Treaty with Britain concerning respect for American Sovereignty – p. 296 “The French Revolution” – 7th Paragraph through end
* The Pinckney Treaty with Spain concerning New Orleans – p. 314 “The Nation Looks West”
* The XYZ Affair – p.298 “Troubles with France,” “The XYZ Affair”
* France – War or Negotiation? – p. 299 “War Fever”
* Jefferson’s Embargo – pp. 324-25 “Jefferson Responds with an Embargo”
* The Louisiana Purchase – pp. 314-16 “ The Nation Looks West,” “Buying Louisiana”
* Native Americans in the Northwest Territories – Little Turtle and the Battle of Fallen Timbers – pp. 394-95 “Conflicts in the Northwest territories,” “A Struggle Over Land”
* Native Americans in the Northwest Territories – Tecumseh and the Battle of Tippecanoe – pp.325-26 “ Tecumseh and the Prophet,” “New leaders take Charge,” “Harrison’s Victory”
* The War of 1812 – beginning, First Half, Second Half – pp. 327-331 “The War of 1812”

For each topic we will ***practice note-taking***: reading to establish paragraph main ideas and details, using a plan for ***highlighting*** the reading to indicate main idea (fully highlighted) and details (underlined with highlighter) and ***translating our highlighting into notes***.

Then students will use their notes to create a ***timeline card with date, topic, and a summary*** based on the main ideas of their notes and ***develop an image or images that represent the topic***. Summarizing and creating images are ways of reviewing the knowledge you have mastered through your studies.

Students will be put in a group when we are all done with our topics to ***create a timeline*** using these timeline cards and images. Each student must have a complete individual set of timeline cards and images to join a group. A timeline will help us organize the events chronologically and see how the two different groups of events interacted.

Finally for each topic, students will ***address document***s related to that topic and answer questions on the document, using the knowledge they have built to support their understanding. Such work is called DBQ or Document-Based Questioning, being a way to apply information learned instead of just recalling it. The documents used could be letters, speeches, acts of government such as bills, laws, or treaties, charts of data, maps, images such as political cartoons, paintings, and, later, photographs.

Grades in the unit will then include

* Grading of ***highlighting*** for form – Main idea highlighted, details underlined with highlighter
* Grading of ***notes*** for form –heading noted, main idea for each paragraph, details bulleted, brevity of wording, words of text, main idea at margin, details in indented bullets, etc.
* Grading of ***summary*** on timeline card for completeness, accuracy, clarity, and brevity
* Grading of timeline ***images*** for completeness, accuracy, and clarity
* Grading of overall ***timeline*** produced by group for accuracy of date placement, title, line and interval creation, etc.
* Grading of ***DBQs*** for accuracy and clarity of answer in interpreting document