

Field-Test Edition

Grade 7/8

**A New Nation
Develops and Expands
Thomas Jefferson, the War of 1812, and
the Industrial Revolution**

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Sample Unit of Study

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Introduction

Why History? History provides an essential foundation for our students to become informed and active participants in our communities. With your guidance, this unit of study will help students gain essential skills and strategies as they immerse themselves in “doing” history. As students learn about how communities change over time, they will gain a deeper understanding of how all communities are both alike and different, and that each one has a uniquely interesting story.

Why New York City History? As a major port, one-time capitol, and longtime financial center, New York City lay at the heart of the American Experience for most of U.S. history. Our city’s past provides a privileged vantage point from which to view the course of national events. This unit brings this perspective into the classroom through informed teaching and engaging methodologies that follow New York City and New York State Learning Standards.

Content and Themes of this Unit: The theme of this unit of study is the development of a new nation and its expansion. As with almost everything in life, it takes many hands to make something successful. Once the United States of America was formed and a government established, people in the new nation were looking beyond our borders to expand the country. New York City’s prominence in the history of the New World played an integral role throughout Thomas Jefferson’s presidency, the War of 1812, and the Industrial Revolution. In each of these units, special attention will be paid to how New York state, and especially New York City, figured in the development of the new nation.

Thomas Jefferson, our third president, played a major role in the expansion of the United States. The Louisiana Purchase and then the Lewis and Clark expedition defined the Jefferson presidency. Without New York City’s help, Jefferson might not have been elected president; the election of 1800 showed how one city could change the outcome of a national election. Once elected, he was faced with a Supreme Court case, *Marbury v. Madison*, which defined the purpose of the Supreme Court in our everyday lives.

Relations with Great Britain were still extremely tense after the Revolutionary war; many Britons still considered Americans to be British citizens. The United States was a developing nation, still without a fully trained military, competing against one of the strongest military nations. The War of 1812 showed the world that the United States could and would defend the rights of American citizens. New York City helped to finance the war, supplied the war effort, and its many forts protected one of America’s most important harbors.

The Industrial Revolution was a time of tremendous growth for the United States; we were able to become more independent from Europe, financially and in manufacturing. Immigrants and farmers flooded many northern cities, straining their resources. This was especially true of New York City, which was at the center of the Industrial Revolution and of the early immigration from European countries. In Massachusetts, the Lowell Mills drew employees from the rural areas of Massachusetts and upstate New York. The Industrial Revolution changed the face of the United States forever, from an agrarian to an industrial society, which had both positive and negative results.

During the early 1800’s, the United States changed from a fledgling new country to a world power in a relatively short period of time. Many Americans were responsible for this accomplishment, from Presidents, military leaders, manufacturers, immigrants and ordinary citizens. New York City was able to take a major role in the country’s development because its citizens were adaptable, it had great

harbors, and was the financial epicenter of the United States. New York City in the 21st century is still extremely important to the welfare of the entire nation. Some things will never change!

Skills and Strategies Developed: Students will develop various skills:

- students will work in groups
- students will learn to work with primary and secondary sources
- students will develop their essay writing skills (DBQ)
- students will learn how the workings of one city (NYC) can affect the entire nation.

Your students will:

- develop note-taking skills
- learn how a newspaper is developed and published
- develop interview techniques
- work on writing skills
- cooperate with both peers and adults.

How the Unit is Organized: The curriculum is project-based. We begin with an overarching essential question and some focusing questions. There is a curriculum web and there are suggested lessons and resources to support you as you bring this unit to life in your classroom. The lessons are designed so that you can customize and enrich the teaching points to meet the needs and interests of your students. We hope that this unit will inspire you to work closely with other grade-level teachers, discussing the classroom social studies collections and creating additional lessons to share with one another.

This unit was developed through participation in the “New York City and the Nation, A School/Community Consortium to Teach American History.” “New York City and the Nation” is a partnership of the Gotham Center for New York City History/CUNY, City Lore, Historic House Trust, Henry Street Settlement, New-York Historical Society and Brooklyn Historical Society.

Teacher Background Information:

Studying American History through New York City History

1. Why teach this topic/theme in American history through New York City history?

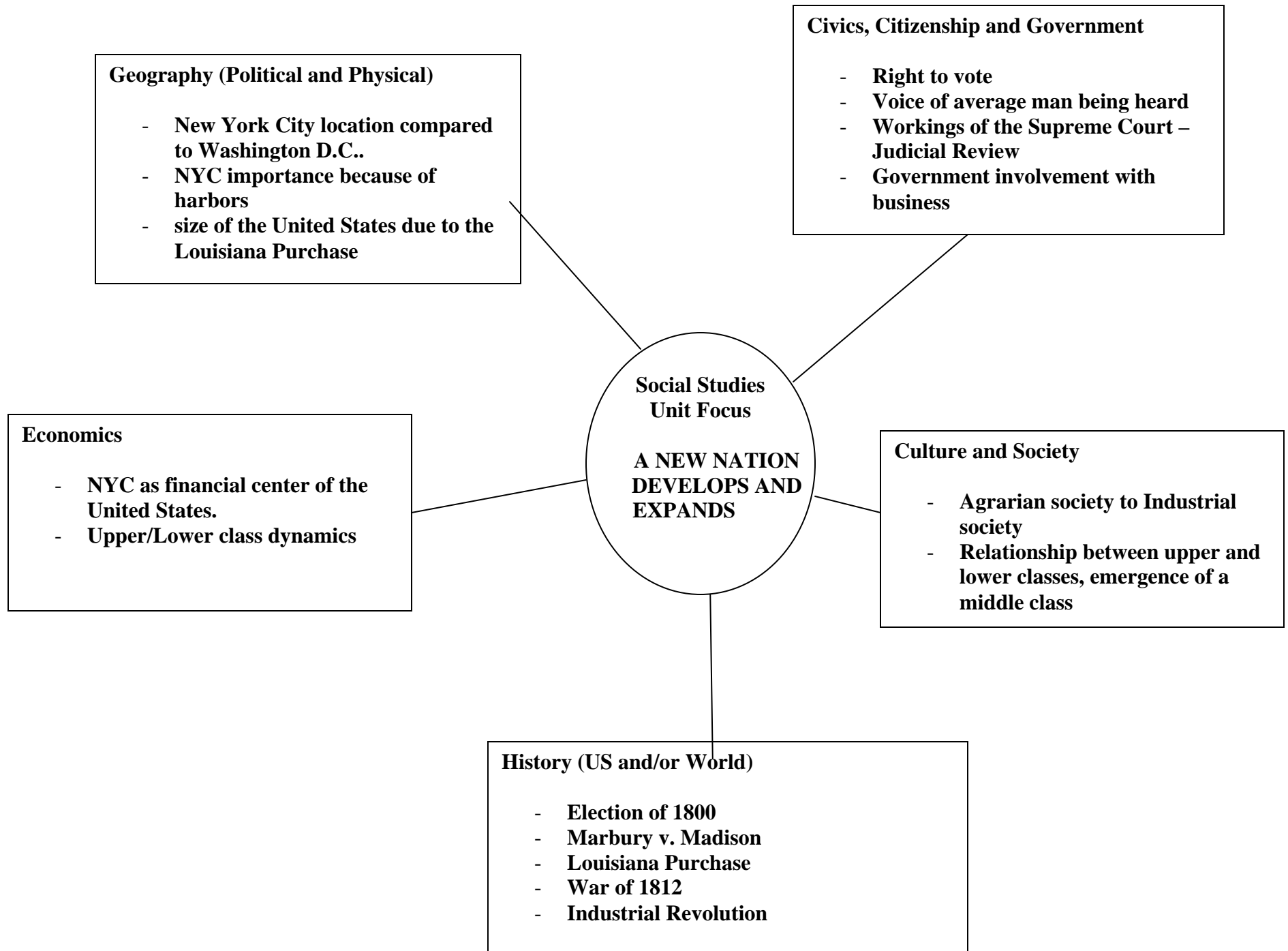
New York City has been at the epicenter of the development of the United States since colonial times. New York City has always been the financial center of the United States. The people of this city have always played an important part in our nation's history; many presidents, cabinet members and other historical figures have roots here. Children learn best when they can relate to a topic on a personal level. By showing students that their hometown played an active role in U.S. history, they will not only be motivated to learn more, but should retain what they've learned.

2. Why is this theme important to teach students?

Students need to know the failures and successes of our nation's past to be able to understand United States policies and decisions of today. Understanding how the country grappled with decisions, fought wars, and held elections for its first 100 years aids us in understanding the complicated government we have today. For example, the idea of personal freedom and the rights of individuals is rooted in the history of the early colonists and their hatred of King George's control over them. Another historical event is the development of political parties, which is not mentioned in the constitution.

3. Important background information and content related to New York City theme:

- Impact New York City had on the elections of 1800
- New York City being the important financial capital of the United States
- Significance of military bases around New York Harbor
- Sweatshops and the changing city



Essential Question

This is the overarching question for the unit. It includes and goes beyond the content of a unit. Lessons and activities are designed to help bring students closer to this question, though it is likely that it will never be fully answered.

How does a new nation develop and expand?

Focus Questions <i>These are the guiding questions for the unit. They are designed to address the Essential Question, the specific content of the unit and the NYS Standards. Lessons and activities are designed to help students come to answers to these questions.</i>	Lessons/Activities <i>These are lessons and/or activities designed to address the Essential Question and Focus Questions and build towards the culminating project. There should be 3-5 lessons to address each Focus Question. Title and list each question below.</i>
1. How did Thomas Jefferson's presidency change the format of American society?	<ul style="list-style-type: none">• 1a. How did the election of 1800 change America forever? New York City?• 1b. Why was Marbury v. Madison important in American history?• 1c. The Louisiana Purchase doubled the size of the United States. Was this important for the United States and New York City?
2. How did War of 1812 affect the way Americans and New York City citizens felt about the United States?	<ul style="list-style-type: none">• 2a• 2b• 2c• 2d
3. Why did the United States and specific cities thrive at the beginning of the American Industrial Revolution?	<ul style="list-style-type: none">• 3a• 3b• 3c• 3d
Culminating Project: Students will develop a New York City newspaper of the 1800's which contains historical events studied during the unit, focusing on how they impacted the city.	

Culminating Project

Creating a New York City newspaper of the early 1800's.

Topics to be addressed:

1. The control NYC had over the outcome of the election of 1800.
2. Important New York City residents and their impact on the country.
3. Effects of war during the War of 1812, positive and negative.
4. The change in American society from an agrarian to an urban one.
5. How did the Industrial Revolution change New York City?
6. What industries developed in New York City and why?
7. Frictions between the different social classes.
8. How did the face of New York City change?
 - a. Immigration
 - b. Southern migration
 - c. Farmers
9. What problems did the city go through due to tremendous growth?
10. Classified section
11. Advertisements of the day.

Skills to be learned:

1. Layout of a Newspaper
2. Writing and editing skills
3. Researching a topic
4. Decision making – what topics to include
5. Researching what newspapers looked like during the 1800's
6. Interaction of Language Arts and Social Studies:
 - a. Language arts teacher can help with the writing and editing section and the layout of a newspaper.
 - b. The unit is late in the 7th grade, when the NYS Language Arts test is over and the teachers are better able to participate in a joint project.
7. Highlighting important information while reading an article
8. Skimming text to find information
9. Ability for the student to function and produce in a group setting.

Lesson # 1

Lesson Title: How did the election of 1800 change America forever? New York City?

Unit’s Essential Question: How does a new nation develop and expand?

Focus Question: How did Thomas Jefferson’s presidency change the format of American society?

Skills/Strategies

- Interpreting a document
- Highlighting important information
- Discussing information

Materials, Supplies, and Equipment

- Highlighters/pencils
- Worksheet for Thomas Jefferson – one per student
- Article on Thomas Jefferson: “Won It in the Street” – one per student
- Overhead projector
- Overhead copy of the Thomas Jefferson article

Sources

- Thomas Jefferson: “Won It in the Street”” www.midtownmedia.com/ndc/jeff.html

Mini-Lesson

- Review how and why we highlight material
- Demonstrate how you read the worksheet first to find out what the students are being asked to answer.
- Begin reading the article in class, demonstrating how to highlight by using the overhead projector
- Prompt students if they are not getting the idea
- Continue with the reading and demonstration until you are confident they understand highlighting (taught previously) and, especially, the content of the article
- Students break into assigned pairs to continue with assignment, which is to read article and complete worksheet.

Independent Work Time

- Have class work in pairs reading and completing the worksheet.
- When pairs finish assignment, have them join another pair and discuss their answers.

Share/Assessment

- Bring class together and respond to any misunderstandings the class might have on the article.
- Review homework assignment:

Homework:

Write a well-thought out opinion (editorial) about whether you agree that New York City was important to Thomas Jefferson during the election of 1800. Write at least 2 paragraphs.

Connection to Culminating Project

Writing an editorial will help prepare students for creating a newspaper of the 1800's. The best editorial on both sides of the issue will be selected for the newspaper.

NAME _____

THOMAS JEFFERSON: "WON IT IN THE STREET"

1. What is meant by ideological differences?

2. What political party did each candidate represent for the election of 1800?

a. Thomas Jefferson _____

b. John Adams _____

3. What was the Alien Sedition Act of 1798?

4. Why was the Tammany Society originally formed? Was it a good idea?

5. Explain how Aaron Burr assured Jefferson's election in 1800.

6. Why was the election of 1800 a turning point in both national and New York City politics?

7. After the election, what happened to the banking industry? Discuss the government, business, and the common man.

HOMWORK

Write a well-thought out opinion (editorial) about whether you agree that New York City was important to Thomas Jefferson during the election of 1800. Write at least 2 paragraphs. REMEMBER there is no right or wrong answer, but you must back up your opinion with facts.

1. Use a separate piece of loose-leaf paper or type your editorial.
2. Use the space below to jot down your ideas!

Lesson Title: The Jefferson Era – Introduction

Unit’s Essential Question: How Does a New Nation Develop and Expand?

Focus Question: Why was Marbury v. Madison important to American history?

Skills/Strategies

- Recall of prior knowledge
- Interpreting Supreme Court cases
- Note-taking skills

Materials, Supplies, and Equipment

- Large chart paper
- Markers
- Copy of Marbury v. Madison - Case Study (1 for each group)
- Copy of notes on Thomas Jefferson for each student

Sources

- *The American Nation*. Prentice Hall: 2000. Chapter 9 pgs. 267 – 270. (Class notes are based on this section.)
- Marbury v. Madison (1803), www.landmarkcases.org. (Great website; each case study has different levels of reading comprehension from basic to the actual case study.)

Mini-Lesson

- | |
|---|
| <ul style="list-style-type: none">• Access prior knowledge by eliciting information about Thomas Jefferson from the class – (write on chart paper so you can access the information during the unit).• After handing out notes on Jefferson, discuss the impact Jefferson had as the President of the United States.• Emphasize small and simple government.• Introduce Marbury v. Madison Supreme Court Case. |
|---|

Independent Work Time

- | |
|--|
| <ul style="list-style-type: none">• Break class up into pairs or small groups and hand out case study: Marbury v. Madison (1803).• In groups or pairs, students will review the facts of the case and take notes on what they feel were the important facts of the case.• Answer the “Questions to be considered” 1-3. |
|--|

Share/Assessment

- Bring groups back together to discuss their responses.
- Be sure they fully understand Judicial Review.
- Discuss homework assignment: Write a newspaper article about the outcome of Marbury v. Madison. Half the class will write how it will impact the United States as a whole; the other half will write how it will impact New York City.

Connection to Culminating Project *How does this lesson help students work towards the culminating project (in terms of skills, strategies and/or content)?*

Writing newspaper articles will help prepare students for creating a newspaper of the 1800's. They will develop their fact-based writing skills.

THE JEFFERSON ERA (1801-1816)

1. REPUBLICAN IN POWER

A. A New Style of President

1. First President to be inaugurated in Washington, D.C., the nation's new capital
2. Jefferson brought new ideas to the capital
3. A more democratic government (all people have the same rights)
4. Jefferson was a casual person and people felt comfortable with him
5. Laissez Faire: left alone, government should play as small a role as possible in economic affairs.

B. A Small and Simple Government

1. Selected his Cabinet with people who had the same principles
2. Reduced the size of the Army and Navy
3. Repealed the Whiskey tax which was very unpopular
4. Restored the 5-year waiting period for foreign born to become citizens of the United States
5. Kept the Bank of the United States.

C. A Stronger Supreme Court

1. John Adams before leaving office increased the number of federal judges
 - a. Adams tried to appoint Federalists to the new positions
 - b. Three months between the election and when Jefferson actually took office
2. John Marshall was one of the judges that Adams appointed who became the Chief Justice of the Supreme Court
 - a. A staunch Federalist
 - b. Marshall wanted to increase the power of the Supreme Court
3. Midnight Judge: William Marbury was appointed to the Supreme Court by John Adams right before he left office
 - a. Jefferson ordered the Secretary of State Madison not to deliver the official papers confirming Marbury's appointment
4. Marbury v. Madison
 - a. Marbury sued Madison
 - b. Supreme Court ruled against Marbury
 - c. The court ruled that the Judiciary Act was unconstitutional – no where did the Constitution give the Supreme Court the right to decide cases brought against federal officials
 - d. Congress could not give the court that power by passing the Judiciary Act
 - e. Important precedent set that the Supreme Court had the right to decide whether laws passed by Congress were Constitutional
5. Judicial Review
 - a. The power of the court to decide whether a law is constitutional
 - b. Gave more power to the Supreme Court
 - c. Today it is one of the most important tasks of the Supreme Court

Lesson Title: Louisiana Purchase – Day 1

Unit’s Essential Question: How does a new nation develop and expand?

Focus Question: How do you purchase a piece of land?

Skills/Strategies

- How to purchase land
- Negotiations to purchase land
- Class presentation

Materials, Supplies, and Equipment

- Chart paper
- Markers

Mini-Lesson
<ul style="list-style-type: none"> • Solicit from students how Manhattan Island was purchased. • On chart paper, write down the ideas students have about how we purchase land today compared to how land was purchased in the 1800’s.

Independent Work Time
<ul style="list-style-type: none"> • Class will break up into groups; be sure to include at least one person in each group who can keep the group on task. • Each group will get a piece of chart paper from the pad and a marker. • Group will discuss what they would need to think about if they were going to purchase a large tract of land. • When the group comes to a consensus, write at least 5 ideas down on paper for further discussion.

Share/Assessment.
<ul style="list-style-type: none"> • Bring students together to share their group’s ideas about making a real-estate deal. • Have each group present their ideas and then hang up their paper in the front of the room. • Leave time for a summation on the basic principles of purchasing land. • Homework: Each student will develop a real estate ad. One-third of the class will develop an ad on purchasing land in N.Y.C, 1/3 on purchasing the Louisiana Purchase, and the last group of students will develop ads on an undeveloped piece of land in New York State. Students must proof their ads for accuracy, and research historical real-estate prices. Due in 2 days.

Connection to Culminating Project

In researching and writing real-estate ads, students will prepare more material for the final project, an 1800's newspaper.

Lesson Title: Louisiana Purchase Time Line – Day 2

Unit’s Essential Question: How does a new nation develop and expand?

Focus Question: What was the time progression of the Louisiana Purchase?

Skills/Strategies

- Reading timelines
- Interpreting data
- Decision making; group consensus

Materials, Supplies, and Equipment

- Overhead projector
- Timeline on overhead
- Packet on the Louisiana Purchase
- Overhead markers
- Books on New York City (1800’s) from class library
- Internet (optional)
- Map of the United States: for reference, students can visually see the size of the land purchase.

Sources

- www.teacherscholastic.com – teacher’s link various blank timelines
- www.monticello.org/jefferson/lewisclark/louisiana.html
- www.gatewayno.com/history/LaPurchase.html
- www.earlyamerica.com/earlyamerica/milestones/louisiana.html
- www.earlyamerica.com/earlyamerica/maps/louisianapurchase/bwmap/htm

Mini-Lesson
<ul style="list-style-type: none">• Review basic facts of the Louisiana Purchase; have students write the information in their notebooks.• Using an overhead, model making a timeline, and discuss why a timeline is useful in studying history.• Ask students questions to see if they understand the basic facts of the Louisiana Purchase and the basic concepts of making a timeline.• Break students into groups and give out the Louisiana Purchase packets and a blank timeline for each student.

Independent Work Time

- In groups, students will review the Louisiana Purchase packet and then begin making their timelines. Every student must complete her own timeline.
- The group must come to a consensus about what were some of the most important events surrounding the purchase and subsequent to it (at least 8-10 items).
- Students will then add to the timeline 3 historical events pertaining to New York City; they may use books in the class or the Internet for their research.

Share/Assessment

- Bring the class together to review the timelines, making sure the important facts about the Louisiana Purchase are discussed.
- Discuss the important events in New York City and compare what was happening in the city to what was happening in the country.
- Remind students about the assignment on the real estate ad due tomorrow.

Connection to Culminating Project *How does this lesson help students work towards the culminating project (in terms of skills, strategies and/or content)?*

Students will engage in research about the price of land during the early 1800's in order to complete their real estate ad. The ads will aid students in producing their newspapers.

Lesson Title: Louisiana Purchase – Day 3: Lewis and Clark Expedition

Unit’s Essential Question: How did a new nation develop and expand?

Focus Question: Why was the Lewis and Clark Expedition important to our nation?

Skills/Strategies

- Note taking
- Journal entries v. essay writing
- Deciphering material to utilize in writing
- Understanding why Jefferson wanted to expand the nation

Materials, Supplies, and Equipment

- Notes on Lewis and Clark Expedition
- Paper and pens or computers
- Computers with internet or paper copies of the best web sites

Sources

- Salisbury, Albert and Jane. *Lewis and Clark: The Journey West*. Promontory Press, New York: 1993.
- http://lewisandclark.state.mt.us/Expedition/complete_expedition_content.shtm
- <http://www.nps.gov/lecl/>
- <http://www.lewisclark.net/journals/index.html>
- “*Lewis and Clark Alive.*” *The American History Herald*. Steck and Vaughn. ISBN 0-8114-6652-3 (Good background information.)
- Davidson, James West. *The American Nation*. Prentice Hall, Englewood Cliffs: 2000.
- Books from class library

Mini-Lesson
<ul style="list-style-type: none">• Review the Louisiana Purchase• Have the class explain the difference between a journal entry and an essay• Introduce the Lewis and Clark Expedition to the class; hand out notes on the expedition• Have the class break up into pairs• Each pair will write 5 journal entries about the expedition• Each pair will decide who they are going to be in the expedition. Choices can be Lewis, Clark, Sacagawea, fur trader, or a hired hand along on the journey.

Independent Work Time

- Each pair will decide who they are going to be for the journal entry.
- The pairs will research the expedition on the Internet or in books in order to be historically accurate.
- The journal entries' dates will need to be spread out throughout the two years of the journey and be at least 4–5 sentences per entry.
- Journal entries will be due the following day.

Share/Assessment

- Bring class together to see if they are on task to have the journal entries completed for the next class.
- Clear up any misunderstandings the class has, emphasizing that the expedition took 2 years.

Connection to Culminating Project

Students will hone their research and writing skills. Journal entries can be included in the final newspaper project.

LEWIS & CLARK EXPEDITION

- January 1803, Congress agreed to send an expedition to explore the Louisiana Territory. President Jefferson chose Meriwether Lewis, who then selected William Clark as second in command.

- Jefferson wanted Lewis & Clark to:
 1. Explore the Missouri River
 2. Establish peaceful relations with the American Indians
 3. Explore the soil conditions to see if farming was a possibility
 4. Collect plant life and take notes on animals in the area
 5. See if they could reach the Pacific Ocean

- Lewis and Clark were able to make friends with many Indian tribes
 1. Help came from Sacagawea (the wife of a fur trader), who translated and helped smooth relations with the Indians

- The expedition explored from the Mississippi River to the Pacific Ocean
 1. Gone over 2 years

Lesson Title: War of 1812, The Beginnings

Unit's Essential Question: How does a new nation develop and expand?

Focus Question: Why did the United States declare war on Great Britain in 1812?

Skills/Strategies

- Assessing fact v. opinion
- Ability to find information from various sources
- Essay writing (essay should be at least 4 paragraphs with 5-7 sentences per paragraph)

Materials, Supplies, and Equipment

- War of 1812 packets, from the Internet
- Worksheet on the War of 1812
- Basic facts on the War of 1812 (have students write notes or, to save time, have notes typed out for the students)
- Handout on the essay assignment (one for each student)

Sources

- <http://home.earthlink.net/~gfeldmeth/chart.1812.html> - War of 1812 timeline
- http://www.ohiohistorycentral.org/ohc/history/h_indian/events/btippeca.shtml
- <http://www.answers.com/topic/battle-of-plattsburgh>
- <http://www.niehs.nih.gov/kids/lyrics/spangle.htm>
- http://americanhistory.si.edu/ssb/6_thestory/6a_birth/main6a2.html
- Davidson, James West. *The American Nation*. Prentice Hall: Englewood Cliffs, 2000. Notes on War of 1812.

Mini-Lesson

- Fact v. Opinion: What is a fact? What is an opinion? Give examples of both.
- Review essay assignment due in two days; to be completed at home.
- Handout sheet or write on board Facts about the War of 1812.
- Discuss the facts of the war with the class.
- Break class up into small groups (no more than 4 per group).

Independent Work Time

- Students will break up into small groups.
- Students will review the documents in the packet or from the web.
- Students will then complete the worksheet from the information in the documents.
- Students will work together but each will complete their own worksheet.

Share/Assessment

- Groups of students will work together to review their answers with one another.
- Leave 5 minutes at the end of class in case there is a particular question or questions that gives the whole class problems.

Connection to Culminating Project

Students will learn about how a reporter must report the facts when writing an article for a newspaper. They will learn that writers of editorials, which express opinions, must let their readers know that their pieces express their own, or their newspaper's, personal views.

BASIC FACTS ON THE WAR OF 1812

- America wanted to stay neutral regarding frictions around the rest of the world.
 - a. especially between England and France

- English sailors began to steal American sailors off their ships to work on English ships.
 - a. Reasoning was that the English still considered most Americans to be English citizens.
 - b. Vocabulary: Impressment

- Battle of Tippecanoe, Ohio River Valley: 1811
 - a. Two Shawnee Indian brothers had different views on how to deal with the white man moving into the Ohio Valley.
 - b. Tecumseh: if natives put aside their traditional differences and worked together they could stop the white man's encroachment.
 - c. Prophet: believed that the Master of Life told him to give up all white customs and products; the Master of Life would reward the Indians and drive out the white man.
 - d. The brothers were linked together and began to amass a large following of Indians.
 - e. White settlers became nervous and insisted that the government do something about the Indians.
 - f. The government sent William Henry Harrison to lead an army and defeat the Indians.
 - g. Due to this battle, Harrison was able to run for President of the United States.

- War Hawks (those who were pro-war) elected to Congress

- President Madison goes to Congress and asks for a Declaration of War against England

NAME _____

ESSAY – WAR OF 1812

In a well-developed essay (at least 4 paragraphs) respond to the following statement. Be sure to make your views known and base your opinions on the facts of the War of 1812.

HISTORICAL CONTEXT: The United States and Great Britain had moved on since the Revolutionary War. The United States was developing its new government and expanding North America. Great Britain was still in a conflict with France, was still considered a world power, and had colonies in Canada.

Explain why these two countries, England and the United States, ended up at war with one another so soon after the Revolutionary War. Once at war, did one country dominate throughout the war? During the peace talks at the Treaty of Ghent in Belgium, did one nation have an advantage? After the war, did Americans feel like the war was worth the loss of life, debt and property?

BE SURE TO BACK UP ALL YOUR OPINIONS WITH FACTS!!

NAME _____

WAR OF 1812 – PACKET WORKSHEET

1. The War of 1812 was fought for about 2 years. What regions or states of the United States were involved? _____

2. At the Battle of Plattsburgh, what were both the advantages and disadvantages held by the United States?

Advantages: _____

Disadvantages: _____

3. The flag that hung over Fort McHenry has become a part of American history. Explain why. _____

4. British sailors impressed 1000s of American sailors before the start of the war. Was this a major factor when President Madison declared war? Explain your answer. _____

5. The Battle of Tippecanoe, in the Ohio River Valley, was fought before the war was officially declared but why was it so important to the War of 1812? _____

6. As an American citizen, how would you have felt to see the new capital city of Washington D.C. burned down? Explain your answer?

7. The Battle of New Orleans was fought after the war was officially over, but it is still considered a major victory for the United States. Who became a war hero, and what significance did the battle have to Americans?

8. At the Treaty of Ghent, in Belgium, which officially ended the war, what was decided and was it what the War Hawks in Washington D.C. originally wanted when they declared war?

Lesson Title: War of 1812 – Battle of Plattsburgh

Unit’s Essential Question: How doe a new nation develop and expand?

Focus Question: Why was the Battle of Plattsburgh important to the country and New York State?

Skills/Strategies

- Map Skills- reading maps, legends, symbols and scales
- Cooperating to accomplish goals
- Distinguishing fact and opinion

Materials, Supplies, and Equipment

- Notes for Minilesson
- War of 1812 packet
- Map of New York State (class map)
- New York State Outline map – one per student
- Overhead projector and markers
- Overhead of New York State outline map
- Chalkboard or chart paper

Sources

- http://www.netstate.com/syayes/maps/images/ny_outlinebord.gif - NYS outline map
- <http://www.answers.com/topic/battle-of-plattsburgh>
- <http://earthlink.net/~gfeldmeth/chart.1812.html>
- Davidson, *The American Nation*, or a source that has a map of New York State for the students to access
- *New York and the Nation*

Mini-Lesson

- Review map skills by demonstrating (using the overhead) how to place specific information on the map i.e. bodies of water, large cities, landmarks.
- Activate students’ prior knowledge using the overhead with the New York State outline map.
 1. Have the students identify New York City and the Hudson River
 2. Then identify Long Island, and Upstate New York
- Be sure to have the class map of New York State posted in the room for reference.
- Give a brief history on the Battle of Plattsburgh, and identify Plattsburgh and Canada on the map.
- Review once again What is a fact? What is an opinion?
- Break the students up into groups and hand out all materials needed to complete the assignment.
- Find out if students have questions concerning the essay assignment.

Independent Work Time

- In groups, read about the Battle of Plattsburgh and then complete the map. Each student completes her own map.
- On the map of New York State, identify the important sites of the Battle of Plattsburgh.
 1. Lake Champlain
 2. Canada
 3. Plattsburgh Bay
 4. Vermont
 5. Albany
 6. Lake Ontario
 7. Lake Erie
 8. Flushing
 9. Buffalo
 10. Saratoga
- In groups, have the students list 5 facts about the battle and then 5 opinions about the battle.

Share/Assessment

- Bring class together and help students locate places they had problems finding on the map, if possible using the class map.
- Elicit from the class the facts they gathered; write them on the board or chart paper. Then elicit the opinions from the class.
- Have everyone come to a consensus that the information is in the right place: facts or opinions.
- See if the class can see any prejudices in their list of opinions.
- Question to ask students at the end of lesson: How did the Battle of Plattsburgh impact the economy and politics of New York City?
- Remind students that the essay is due in 2 days.

Connection to Culminating Project

Students will understand further the difference between fact and opinion. They will learn how New York City is geographically a small section of New York State. This information will help them in creating the final newspaper project.

Lesson Title: War of 1812 - Battle of Baltimore: Star Spangled Banner

Unit’s Essential Question: How does a new nation develop and expand?

Focus Question: Why was our national anthem written during the War of 1812?

Skills/Strategies

- Making connections
- Interpreting information
- Listening

Materials, Supplies, and Equipment

- CD – *Celebrate America* or any recording of the “Star Spangled Banner”
- <http://www.niehs.nih.gov/kids/lyrics/spangle.htm> - lyrics of “Star Spangled Banner”
- <http://www.si.edu/resource/faq/nmah/starflag.htm> - information on the American flag
- Notes on the Battle of Baltimore
- CD player
- American flag

Sources

- Davidson, *The American Nation*
- <http://www.niehs.nih.gov/kids/lyrics/spangle.htm>
- <http://www.si.edu/resource/faq/nmah/starflag/htm>

<p>Mini-Lesson</p> <ul style="list-style-type: none"> • Can songs and poems teach us about history? • Review basic facts about the Battle of Baltimore • Remind students that this war was a land and sea battle.

<p>Independent Work Time</p> <ul style="list-style-type: none"> • In groups or pairs have students read the lyrics to the “Star Spangled Banner.” • After reading the lyrics, have the students pick out the facts about the Battle of Baltimore that appear in the song.
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<p>Share/Assessment</p> <ul style="list-style-type: none"> • Bring the class together and have the students listen to the “Star Spangled Banner.” • Play the song again and have them find the number of times actual facts are used during the song. • See if the students know of any other songs that tell about historical events.
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<p>Connection to Culminating Project</p>

Examining music shows students that there are a variety of ways that history is conveyed, or information is reported. This knowledge will aid them in creating an original final project.

BASIC FACTS ABOUT THE BATTLE OF BALTIMORE

- Battle of Baltimore was fought in Baltimore, Maryland in 1814.
- After the burning of Washington, D.C., British Navy moved up the coast to Baltimore, MD.
- Fort McHenry was a fort located in the Baltimore Harbor, which was occupied by American soldiers.
- Fort McHenry withstood an attack by the British forces, which became the turning point for the Americans to win the War of 1812.
- Francis Scott Key wrote the “Star Spangled Banner” while on a boat in the harbor as a prisoner of the British.
- The flag flying over the fort after the battle inspired him to write the poem, which later was made our national anthem.
- Treaty of Ghent made in Belgium – December 24, 1814
Officially ended the war.
Nothing was settled except everyone agreed to stop the war.
- Everything reverted back to the way it was before the war: United States did not gain any land.
- The United States did gain recognition of other world powers because they were able to compete against the strongest navy in the world at that time.

Lesson Title: The Industrial Revolution Begins

Unit’s Essential Question: How does a new nation develop and expand?

Focus Question: How did the start of the Industrial Revolution change America forever?

Skills/Strategies

- Making connections
- Making inferences and drawing conclusions
- Defining terms: identifying basic assumptions
- Participating in group planning and discussion

Materials, Supplies, and Equipment

- Large chart paper/markers
- Copies of Industrial Revolution notes (one copy per student)

Sources

- <http://www.woonsocket.org/slaterhist.htm>
- <http://library.thinkquest.org/4132/info.htm>
- Davidson, *The American Nation*
- Dictionary

Mini-Lesson

- Brainstorm with the students what Industrialization means. If students are having trouble, break the word down and ask: What does industry mean to you? Using the large chart paper, write INDUSTRY in the middle and web their responses.
- Then have students think of ways Industrialization might of changed America in the 1800’s and its effect on today’s world.
- Write their ideas down on the chart paper, and display their responses in the room.
- Break students up into pairs or groups of three.

Independent Work Time

- Students will try to define Industrialization from the information from the minilessson.
- Give the students at least 10 minutes to discuss this with each other.
- Then have groups join other groups and compare their definitions and come up with one definition for every 2 groups. (5-10 minutes)
- Have groups hand in the definition the larger group agreed was the best definition.
- Bring groups back together for a final discussion.

Share/Assessment

- Read to the class the definitions the students came up with in their groups.
- As a class, have students develop a definition of Industrialization: write their definition down on chart paper.
- Read the definition of Industrialization from either a textbook or dictionary and

compare the two definitions.

- Discuss how Industrialization changed America.
- Handout notes on Industrial Revolution to be placed in their binders.
- HOMEWORK: Instruct students to review the class notes handed out for class discussion tomorrow.

Connection to Culminating Project

Students will have a better understanding of changes that occurred due to Industrialization, which will help them when writing their news articles.

NOTES ON THE INDUSTRIAL REVOLUTION

I. THE INDUSTRIAL REVOLUTION

A. New Ways to Produce Goods

1. The change in the way goods are produced is considered the Industrial Revolution.
2. Before, most goods were produced by hand at home or in a workshop.
3. Most people at this time were farmers who lived in rural areas.
4. Machines began to replace human and animal power.
5. Widespread changes:
 - a. economy shifted from farming to manufacturing
 - b. people began to move from the farms to the cities

B. New Technology

1. Industrial Revolution began in Britain in the mid 1700's
 - a. it transformed the textile business
2. Spinning Jenny developed by James Hargreaves
 - a. a worker could spin several threads at once
 - b. 1769 -- 100 threads could be held at one time but needed water power to turn wheel
3. 1793 – Eli Whitney invented the cotton gin, which cleaned cotton fibers

C. Birth of the Factory

1. The new big machines that were being invented needed to be placed near rivers downstream so water could operate them.
2. The machines were large and needed to be housed in large buildings which became known as factories.
3. Capitalists were people with a lot of money who invested in a business to make a profit.
4. Factory System – brought worker and machines together in one place to produce goods.
 - a. workers were paid on an hourly wage required to work a certain amount of hours each week

D. A Secret Crosses the Atlantic

1. Britain tried to keep its invention a secret

- a. British parliament passed laws forbidding anyone to take plans of Arkwrights water frame out of the country.
 - b. factory workers were forbidden to leave the country.
2. Samuel Slater was a British factory worker who secretly left England and came to America.
- a. he felt there were large rewards for the secret
 - b. instead of writing the plans down he memorized the outlay of the factory
 - c. in New York, Slater met with a merchant, Mr. Brown, and agreed to help set up a factory in Rhode Island.
3. The First American Mill
- a. by December of 1790, the mill was put into operation making cotton thread.

Lesson Title: Industrial Revolution comes to America

Unit’s Essential Question: How does a new nation develop and expand?

Focus Question: How did the Industrial Revolution make its way to the United States?

Skills/Strategies

- Making connections
- Group interactions
- Listening
- Presentations
- Cooperation

Materials, Supplies, and Equipment

- Large chart paper/markers
- Overhead (optional)
- Timer

Sources

- Class notes handed out the day before
- Article: <http://library.thinkquest.org/4132/info.htm>
- Article: <http://www.woonsocket.org/slaterhist.htm>
- Overhead on mill operation (if available)
- Davidson, *American Nation* (picture of a mill)

Mini-Lesson
<ul style="list-style-type: none"> • Mini–Lesson on Samuel Slater and Industrialization in America and especially New York City • Refer to the notes handed out the day before • Break class into two groups; 1 Mill owner, 2 children and women coming into NYC

Independent Work Time
<ul style="list-style-type: none"> • Each group will use materials provided and make a list of 6-8 facts about how life was for that particular group in NYC at the start of the Industrial Revolution • List facts on chart paper • Each group will present their information to the class

Share/Assessment
<ul style="list-style-type: none"> • Both groups will share the facts for their particular group with the rest of the class • HOMEWORK: Write an essay about the life of either the worker or the mill owner.

Connection to Culminating Project

Students will gain valuable information for their final project. The essays can be included in the 1800s newspapers.

Resources

<p style="text-align: center;">Teacher Background References</p> <p><i>May include books, articles, museums, and websites</i></p>	<p style="text-align: center;">Student Literature</p> <p><i>May include primary documents, poetry, fiction, nonfiction , songs, etc.</i></p>	<p style="text-align: center;">Classroom Materials</p> <p><i>May include maps, globes, dictionaries, writing and art materials</i></p>	<p style="text-align: center;">Web Sites & Technology Supports</p> <p><i>May include websites, software, and videos</i></p>	<p style="text-align: center;">Field Trips and Excursions</p> <p><i>May include permanent exhibits/collections in museums, historic houses, libraries, neighborhood walks, etc.</i></p>
<p>Books</p> <p>Burrows, Edmund G. and Mike Wallace. <i>Gotham: A History of New York City to 1898</i>. Oxford University Press, 2000.</p> <p>Davidson, James West. <i>The American Nation</i>. Prentice Hall, Englewood Cliffs: 2000.</p> <p>Farran, Elaine McCarthy and Roni Wattman. <i>New York and the Nation</i>. Amsco School Publications, New York, NY. 1996.</p> <p>Salisbury, Albert and Jane. <i>Lewis and Clark: The Journey West</i>. Promontory Press, New York: 1993.</p>		<p>American flag</p> <p>CD player</p> <p>Chart paper</p> <p>Class set: notes on the Battle of Baltimore</p> <p>Highlighters</p> <p>Markers</p> <p>Overhead markers</p> <p>Overhead projector</p> <p>Timeline overhead</p> <p>Timer</p> <p>Various maps of the United States: historical, blackline, etc.</p>	<p>www.midtownmedia.com/ndc/jeff.html</p> <p>http://library.thinkquest.org/4132/info.htm</p> <p>http://www.woonsocket.org/slaterhist.htm</p> <p>www.landmarkcases.org</p> <p>http://content.scholastic.com/browse/article.jsp?id=2996</p> <p>http://www.monticello.org/jefferson/lewisandclark/timeline.html</p>	

<p>Other</p> <p>Atlas</p> <p>CD – <i>Celebrate America</i></p> <p>Dictionary</p> <p>Pictures and books about the Industrial Revolution and city life in the early 1800's.</p>			<p>www.gatewayno.com/history/LaPurchase.html</p> <p>www.earlyamerica.com/earlyamerica/milestones/louisiana</p> <p>www.earlyamerica.com/earlyamerica/milestones/louisiana/louismap/html</p> <p>http://earlyamerica.com/earlyamerica/maps/louisianapurchase/bwmap.htm</p> <p>http://www.nps.gov/lecl/</p> <p>http://lewisclark.net/journals/index.html</p> <p>http://lewisandclark.state.mt.us/Expedition/complete_expedition_content.shtm</p> <p>http://www.ohiohistorycentral.org/entry.php?rec=482</p>	
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			<p>http://home.earthlink.net/~gfeldmeth/chart.1812.html</p> <p>http://niehs.nih.gov/kids/lyrics/spangle.htm</p> <p>http://www.americanhistory.si.edu/ssb/6_thestory/6a_birth/main6a2.html</p> <p>http://answers.com/topic/battle-of-plattsburgh</p> <p>www.netstate.com/states/maps/images/ny_outlinebord.gif</p> <p>http://niehs.nih.gov/kids/lyrics/spangle.htm</p> <p>www.americanhistory.si.edu/ssb/6_thestory/6a_birth/main6a2.html</p> <p>http://library.thinkquest.org/4132/info.htm</p> <p>http://www.woonsocket.org/slaterhist.htm</p>	
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LESSON 2

2. Author unknown. *Marbury v. Madison*. 2002. Street Law and The Supreme Court Historical Society. 9-10-2006. <http://www.landmarkcases.org>

LESSON 3

No sources

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