

LESSON 8.14 Jacksonian Democracy	
Learning targets (clear, understandable versions of standards in student friendly language)	SUMMARY OVERVIEW History Alive! lesson plan
<ul style="list-style-type: none"> Learn about why Andrew Jackson was called the "People's President." Learn how Jackson successfully ended the Nullification Crisis and the broke apart the Bank of the United States. Learn how and why Jackson believed in the removal of Native Americans from their Eastern homelands. Identify how Jacksonian Democracy led to the two main political parties. 	<p>This chapter focuses on Andrew Jackson's rise to the Presidency and the notion of common people controlling their government, which became known as Jacksonian Democracy.</p> <p><u>Recommended changes to HA! lesson plan</u></p> <p>The following are time-saving activity suggestions:</p> <ul style="list-style-type: none"> Include <i>Young People's History</i> readings noted below Use United Streaming to highlight Trail of Tears Common Assignment provides an opportunity for students to write argumentative pieces on the Indian removals in the 1830's
<p>Language objectives (identified cognitive functions correlated to the learning targets, such as sequence, compare/contrast, cause/effect, infer, and argue, as well as the signal words to be deliberately taught/used in discussion and writing; sentence frames in support section)</p>	<p><u>Flexible grouping pattern of the lesson</u></p> <ul style="list-style-type: none"> Teacher guided reading and musical and visual analysis Think-Pair-Share Whole class discussion Some independent work in ISN
<p>POST ON WALL Orally and in writing, we will use cause/effect terms to explain why Jackson was elected and how he faced national problems, and dealt with Native Americans in the East.</p>	<p><u>14.1- Introduction</u></p> <ul style="list-style-type: none"> Music and Transparency contrast Read aloud Introductory text Use \$20 bill to gain interest: ask why students think Jackson was famous
<p>History Alive! Preview activity (builds background; links to student experience)</p> <p>Use \$20 bill to introduce Jackson, and perhaps use \$1 and \$2 bills to show links to earlier Presidents on currency.</p>	<p><u>14.2-The Inauguration of Andrew Jackson</u></p> <ul style="list-style-type: none"> Use Graphic Organizer Placard to introduce Jackson supporters/detractors Read text with special focus on theme of "common man" and "people's President" Complete ISN Reading Notes Zinn 148-149 Cornell Notes Key vocabulary: <i>common man, Jacksonian Democracy</i>
<p>Pre-assessment activities/documents (serves as self-assessment for students; informs instruction for teachers; charts or documents may be used as a place to gather concepts/information throughout lesson through debriefing; may include visuals, lesson questions, lesson vocabulary, language objectives, and/or learning targets)</p>	<p><u>14.3-From the Frontier to the White House</u></p> <ul style="list-style-type: none"> Read text with "Turn & Talk" protocol and emphasize "self-made" concept Key vocabulary: <i>self-made</i>
<p>Knowledge Rating Chart</p>	<p><u>14.4-Jackson's Approach to Governing</u></p> <ul style="list-style-type: none"> Transparency 14E (p.189) Read text aloud and explain "spoils system" Complete ISN Reading Notes 14.4
<p>Lesson questions (drive instruction; may create links to previous learning; may be included in pre-assessment)</p> <ul style="list-style-type: none"> How did Jackson's election lead to a shift in how politicians viewed the "common-man"? How did Jackson's governing style and policies differ from previous administrations? How did the Nullification Crisis demonstrate regional tension between North and South? Why did Jackson believe the Bank of the US was a monopoly for the rich? What were Jackson's reasons for supporting 	