



Grade 8 - Unit 3 - The Age of Jackson & Establishing a National Identity

Unit Focus

If the Revolution (Unit 1) could be thought of as America's birth, and the Early Republic as a representation of its physical growth (Unit 2), the Age of Andrew Jackson may represent the nation's turbulent intellectual adolescence as it sought to define its identity. It was largely through the persona and presidency of Andrew Jackson that this struggle played out. Jackson was a war hero and "Indian fighter" in the War of 1812, he was a perceived victim of the Corrupt Bargain of 1824, and he was the era's only two-term president. A series of relatively minor but telling political disputes, including funding for internal improvements, protective tariffs, a national bank, and states' rights (nullification), were the issues through which the country came of age. In this unit, students are challenged to explore each of these instances in an attempt to identify which events of this tumultuous era deserve to be built upon today and which to leave in the past. Students continue to build their nonfiction reading skills through their continued use of the nonfiction tradebook, *Nineteenth Century American History for Teens*, by Rod Franchi.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer		
Connecticut Elementary and Secondary Social Studies Standards (2023) Grade 8 - United States History II <ul style="list-style-type: none">Apply disciplinary knowledge and practices to demonstrate an understanding of United States history content. (8.Inq.2.a)Develop claims and counterclaims while pointing out the strengths and limitations of different sources. (8.Inq.3.c)Construct explanations using reasoning, summary, sequence, examples, and data while pointing out the strengths and weaknesses of the explanations. (8.Inq.4.b)Critique the credibility of arguments and structure of explanations related to a historical account of an event or issue in United States History. (8.Inq.4.c)Present arguments and explanations that feature multiple perspectives about local, state, or national history to reach a target audience using print, oral, and digital technologies. (8.Inq.4.d)Explain the causes and effects of government policies and executive decisions related to industrialization and expansion of the United States (e.g., Bureau of Indian Affairs, Indian Removal Act, Louisiana Purchase, Mexican-American War). (8.His.14.a)Compare movements for social change and the strategies they employed by the United States in the Antebellum Period (e.g., abolition, Second Great Awakening, suffrage, temperance). (8.Civ.14.b)Evaluate the relative influence of political, economic, and social developments that contributed to secession (e.g., Free Soil Movement, Nullification, Dred Scott Decision, Harper’s Ferry, abolition). (8.His. 15.a) Madison Public Schools Profile of a Graduate <ul style="list-style-type: none">Analyzing: Examining information/data/ evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (POG.1.2)	<i>Students will be able to independently use their learning to...</i> T1 Evaluate diverse sources and points of view to determine what really happened. T2 Develop and communicate an informed argument/explanation using illustrative details and examples based on audience and purpose. T3 Pose and pursue question(s) to better understand an issue and draw conclusions or seek patterns based on a synthesis of evidence.		
	Meaning		
	Understanding(s)	Essential Question(s)	
	<i>Students will understand that...</i> U1 The Age of Jackson was a dynamic time of contradictions. U2 Many groups of people were competing to exercise freedom for themselves and others in the nineteenth century.	<i>Students will keep considering...</i> Q1 How did nineteenth century Americans act on their freedoms? Q2 How did Andrew Jackson embody the values of nineteenth century America? Q3 How did the issue of secession intensify during the Age of Jackson?	
	Acquisition of Knowledge and Skill		
Knowledge	Skill(s)		
<i>Students will know...</i> K1 Andrew Jackson’s presidency included controversial issues such as the Tariff or Abomination & the Nullification Crisis. K2 South Carolina threatened to secede the Union.	<i>Students will be skilled at...</i> S1 Identifying competing points of view. S2 Citing specific textual evidence to defend a position. S3 Evaluating sources using effective search terms.		

Stage 1: Desired Results - Key Understandings

	<p>K3 Andrew Jackson increased the power of the presidency.</p> <p>K4 Reform movements of the mid-1800s attempted to improve society.</p>	<p>S4 Using a storyboard to identify the key features of a historical event.</p> <p>S5 Defining fairness and identifying complications of presidential elections</p> <p>S6 Identifying alternate perspectives regarding tariffs</p> <p>S7 Weighing arguments of loyalty vs merit in government hiring</p> <p>S8 Determining where government power should reside, in the national or state governments.</p> <p>S9 Evaluating the presidency of Andrew Jackson.</p>
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