

**Unit Topic:** Andrew Jackson as President

Section 1: Jacksonian Democracy

Section 2: Jackson shows his strength

Section 3: Jackson deals with Tension

**Unit Question:** Andrew Jackson: Considered a Hero or Villain?

**Calendar:**

| Date                                     | Lesson Title   |
|--|--|
| Section 1: Jacksonian Democracy          |  |
| Wednesday 2-2-05                         | Andrew Jackson takes Office                          |
| Thursday 2-3-05                          | Jackson's Personality                                |
| Friday 2-4-05                            | New Political Parties                                |
| Section 2: Jackson Shows His Strength    |  |
| Monday 2-7-05                            | Leveling the Scale                                   |
| Tuesday 2-8-05                           | Jackson Holds Strong                                 |
| Section 3: Jackson Stands by His Choices |  |
| Wednesday 2-9-05                         | Jackson deals with Criticism and Praise              |
| Thursday 2-10-05                         | Jackson Stands by Controversial Decisions            |
| Friday 2-11-05                           | Review and Assess Unit "Andrew Jackson as President" |

Lesson Title: Andrew Jackson Takes Office  
Subject: U.S. History  
Grade Level: 8<sup>th</sup>  
Date: 2-2-04  
Teacher:

Background Information:. Supplies needed include the following: 1.) Venn Diagram 2.) History Alive Transparencies 14B, 14C, 14D, 14G, 14H 3.) History Alive Interactive Student Notebook

Warm Up (Sponge):. Choose a student that comes to class early on a consistent basis. Ask the student to hand out the Venn Diagram to the students as they walk into room. Students should write “Hero above the left circle, “Both” above the middle, and “Villain” above the right circle.

Mental Set:. Students will learn of Andrew Jackson and what he does as the President of the United States. Andrew Jackson could be considered a controversial President. Introduce the question “Andrew Jackson: Considered a Hero or Villain?” He made many decisions that will impact the United States. Whether the decisions were positive or negative are different among citizens.

Rationale:. The student understands that expansion, reforms, and innovations led to major changes in the American way of life. Students can relate the era of Andrew Jackson to some of the liberties that Americans enjoy today. Andrew Jackson changed the way American government included all citizens by expanding democracy. Andrew Jackson also led in some popular beliefs of American expansion and politics which is practiced in the United States in the present day.

Objectives:. 8.1, 8.5, 8.7, 8.10, 8.20, 8.21, 8.30

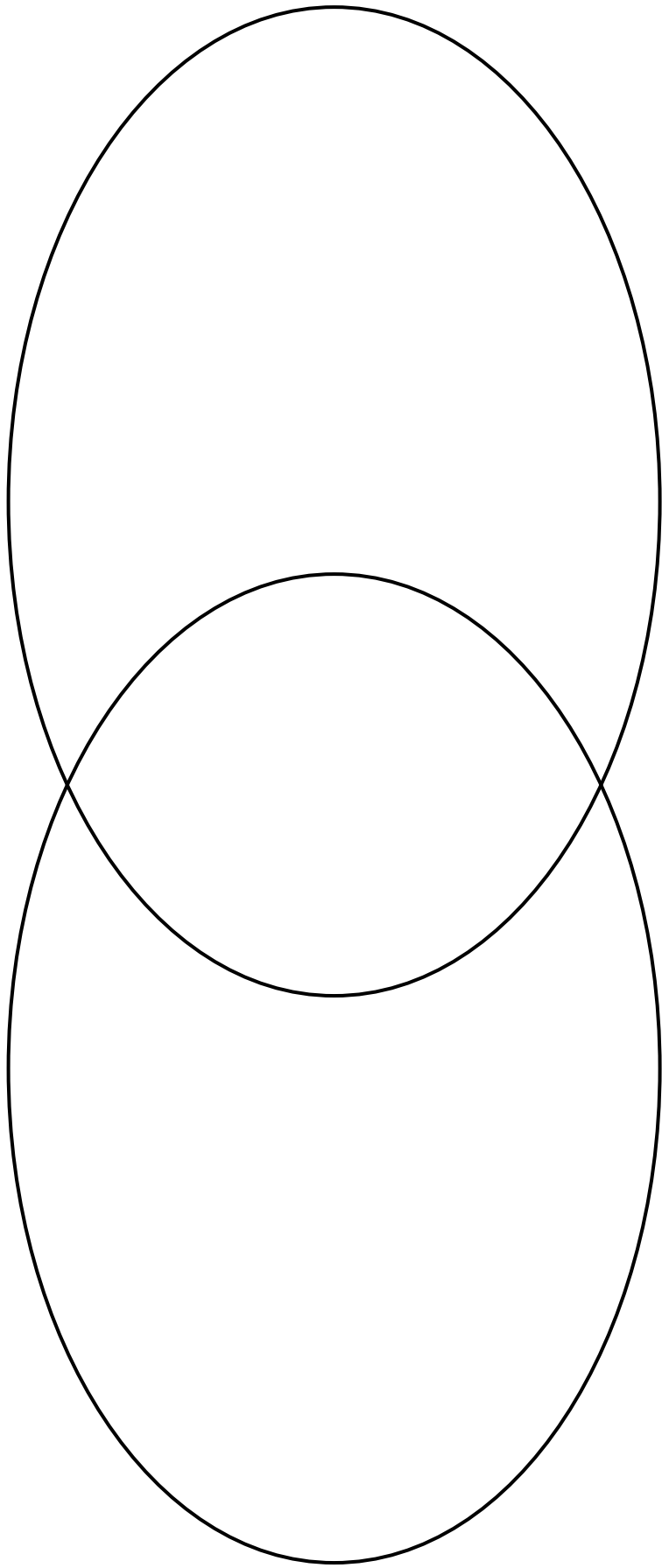
Input:. Students will see different of Andrew Jackson and some events that he was involved with. As students see the images, they should write down what they think Andrew Jackson did to impact the United States whether it be considered acts of a hero, villain, or both. Before starting the images, tell the student that helped you hand out Venn Diagrams that he or she does not have to fill in Venn Diagram because he or she helped. He or she will be rewarded for volunteering to work. (Make sure students understand that Andrew Jackson did this for his supporters in the spoils system.) The student should still participate in class discussions.

Model:. Show students the first image (History Alive 14B) Guide them through the image and see how the students react. Make sure they can draw conclusions about what Jackson is doing and be able to decide whether or not it is positive, negative, or both. Allow students to draw conclusions on whether Jackson could be considered a “Hero” or “Villain”. Students should write their reactions about what is happening in the image under the appropriate section of the Venn diagram.

Guided Practice:. Continue showing the students images of events with Andrew Jackson involved. After 14B, go to 14G, 14C, 14H, and 14D. Allow 2 or 3 minutes per image. After the students complete the viewing of the images, ask for students input or a vote on whether Andrew Jackson impacted the United States in a positive or negative way. Go through each image and discuss with students what is happening in each image.

Independent Practice:. Students make conclusions about the images and put phrases under “Hero”, “Villain”, or “both”. Students will paste these Venn Diagrams in the Interactive Student Notebook as a preview assignment.

Diagnostic Progress Test:. Class Discussion including all students, Venn Diagram in Student Notebook



Lesson Title: Jackson's Personality  
Subject: U.S. History  
Grade Level: 8<sup>th</sup>  
Date: 2-3-04  
Teacher:

Background Information:. Supplies needed include the following: 1.) History Alive Book 2.) History Alive CD 3.) History Alive Reading Notes 14 4.) History Alive Interactive Student Notebook

Desks in the room should be arranged into two groups in the room before class starts. One group should be labeled "Rich Well-Born" and the other should be labeled "Self Made Man". The "Rich Well-Born" group should have their Reading Notes 14 already placed on their desks. Separate the students as they walk into the room.

Warm Up (Sponge):. Introduce to the students that today they will learn about Andrew Jackson's personality. Jackson's personality was different from that of previous Presidents in beliefs and background when growing up. Play History Alive CD Track #5 "President's March". You may want the students to close their eyes during the music. Discuss what type of person would be listening to this music. How does the music make the students feel? Now play History Alive CD Track #6 "The Hunters of Kentucky". Discuss this music and then the difference between the two tracks. Make sure students understand which song Andrew Jackson would be associated with or allow the students to make that conclusion. Students should open their History Alive books to page 189. Tell the students to read p. 189 and 190 and then complete Reading Notes 14.2. The "Self Made Man" group should have to get up for their Reading Notes 14 while the "Rich Well-Born" already have theirs. Explain to students the significance of this and ask students how they feel. How did Jackson create more of a democracy in the United States? Start the reading after this class discussion of "Rich Well-Born" and "Self Made Man".

Mental Set:. Students are gaining knowledge and feelings on the difference between "Rich Well-Born" and "Self Made Man". Students are also gaining knowledge on the difference between Andrew Jackson's Personality and previous Presidents. Students learn what Andrew Jackson did to create Democracy by including every person in the United States.

Rationale:. The student understands that expansion, reforms, and innovations led to major changes in the American way of life. Students can relate the era of Andrew Jackson to some of the liberties that Americans enjoy today. Andrew Jackson changed the way American government included all citizens by expanding democracy. Andrew Jackson also led in some popular beliefs of American expansion and politics which is practiced in the United States in the present day.

Objectives:. 8.1, 8.5, 8.7, 8.10, 8.20, 8.21, 8.30

Input:. Students learn Rich Well-Born, Self Made Man, Jackson's type of Personality.

Model:. Show the students the sections of the Reading Notes and History Alive book. Students may know how to do this from previous lessons.

Guided Practice:. Guide students in discussion of the reading. What types of people were at Jackson's inauguration? Were the people there to support Jackson? Why did people relate or not relate to Jackson?

**Independent Practice:** Students are reading pages 189 and 190. Students are completing Reading Notes 14.2. Ask for students to volunteer to read what they wrote. Discuss with students the inauguration of Jackson. What types of people were at his inauguration? Were the people there to support Jackson? Students now read page 191 and complete Reading Notes 14.3. Follow the same procedure as before. Teacher may want to pick up Reading Notes to save for future use or have the students put them in their Interactive Student Notebook.

**Diagnostic Progress Test:** Reading Notes 14 in Interactive Student Notebook, Class Discussion

Lesson Title: New Political Parties  
Subject: U.S. History  
Grade Level: 8<sup>th</sup>  
Date: 2-4-04  
Teacher:

**Background Information:** Supplies needed include the following: 1.) American Nation Book

The classroom should be arranged into five evenly numbered groups. Numbers in groups may not be even because of class sizes, which will still work. The ideal situation is for the total number of groups in the room, be equal to the total number of students in each group. There can not be more groups in the room than the number of students in a group. Assign the students to a group as they walk into the room. Make the groups mixed ability groups as much as possible.

**Warm Up (Sponge):** Assign each group a difference topic. The topic list includes 1. Corrupt Bargain, 2. John Adams involvement in the Corrupt Bargain, 3. Andrew Jackson's view of the Corrupt Bargain, 4. Start and beliefs of the Whig Party, 5. Start and beliefs of the Democrat Party

**Mental Set:** Students will learn of the different type of politics that start during Andrew Jackson's time as President. Students will also learn of the new political parties that start during Andrew Jackson's run to President.

**Rationale:** The student understands that expansion, reforms, and innovations led to major changes in the American way of life. Students can relate the era of Andrew Jackson to some of the liberties that Americans enjoy today. Andrew Jackson changed the way American government included all citizens by expanding democracy. Andrew Jackson also led in some popular beliefs of American expansion and politics which is practiced in the United States in the present day.

**Objectives:** 8.1, 8.5, 8.7, 8.10, 8.20, 8.21, 8.30

**Input:** The students have been assigned a topic. The groups will have 5 or 10 minutes to research their topics and come up with at least three statements on their topics. The students should use American Nation pages 361-364. Each member of a group should come to an agreement on their three statements. When the agreement has been made, each group member should write down the statements. Group 1 will then be directed to split apart and one group member will go to another group in the room and explain to the groups their topic and give them their three statements. The teacher may want to have the students write down all topics and statements. After about 5 minutes, the teacher should have group 1 go back and direct group 2 to do the same as group 1. The process repeats for all 5 groups.

**Model:** Show the students how the process of researching topics, splitting apart, and discussing with other groups. Use a topic that is easy or something that all students can relate to.

**Guided Practice:** Assign the students to groups. Assign the groups a number and a topic. The topics should go in order to generate cause and effect. Monitor group progress with statements. Teacher directs groups when to split apart and when to switch to the next group. Monitor time. When all groups have finished, go through the topics and build relation between the topics. Allow some time for students to generate conclusions and relations on their own before the teacher leads discussion. Final product should go back to the type of person Andrew Jackson was.

Independent Practice: Students research topic. Generate statements on topic. Groups prepare for discussion. Each group has time to split and share statements on topics. Students generate conclusions about the relations between each topic. Students participate in teacher led discussion.

Diagnostic Progress Test: Class discussion and monitoring of response groups

Lesson Title: Leveling the Scale  
Subject: U.S. History  
Grade Level: 8<sup>th</sup>  
Date: 2-7-04  
Teacher:

Background Information: Supplies needed include the following: 1.) History Alive Book 2.) History Alive Reading Notes 14 4.) History Alive Interactive Student Notebook Reading Notes 14.4 14.5 14.6 14.7

Warm Up (Sponge): Place History Alive transparency 14E on the overhead. Ask students for a couple of comments on the image.

Mental Set: Students start with visual discovery of events Andrew Jackson was involved with during his Presidency.

Rationale: The student understands that expansion, reforms, and innovations led to major changes in the American way of life. Students can relate the era of Andrew Jackson to some of the liberties that Americans enjoy today. Andrew Jackson changed the way American government included all citizens by expanding democracy. Andrew Jackson also led in some popular beliefs of American expansion and politics which is practiced in the United States in the present day.

Objectives: 8.1, 8.5, 8.7, 8.10, 8.20, 8.21, 8.30

Input: Students will gain knowledge, feelings, and visuals of Jackson's involvement with the spoils system, Nullification Crisis, Federal Bank, Indian Removal Act (Trail of Tears),

Model: Guide students through analyzing images, reading the text, and completion of reading notes.

Guided Practice: Guide students through History Alive transparency 14E. Remind students of the Unit question "Andrew Jackson: Considered a Hero or Villain?" Allow students to answer the question after reading History Alive book page 193 and completing History Alive Reading Notes 14.4. Discuss the image shortly and make sure the students understand the concept of the spoils system and how it relates to the unit question. Repeat the steps for History Alive transparencies 14F, 14G, and 14H. Corresponding History Alive Reading Notes are 14.5, 14.6, and 14.7. Corresponding History Alive Book pages 194, 195, and 196.

Independent Practice: Students analyze History Alive transparencies 14E, 14F, 14G, and 14H; read History Alive book pages 193, 194, 195, and 196; and complete History Alive Reading Notes 14.4, 14.5, 14.6, and 14.7. Students are always answering the question; Andrew Jackson: Considered a Hero or Villain? History Alive Reading Notes may be posted in Interactive Student Notebook.

Diagnostic Progress Test: History Alive Reading Notes, Class Discussion

Lesson Title: Jackson Holds Strong  
Subject: U.S. History  
Grade Level: 8<sup>th</sup>  
Date: 2-8-05  
Teacher:

Background Information:. Supplies needed include the following: 1.) Photocopies of History Alive transparencies 14A, 14B, 14C, 14D, 14E, 14F, 14G, 14H, and Map Transparency 14  
2.) Characteristics of images 3.) Nine signs, each one labeled with a different number from 1-9

The nine signs should be posted around the room, evenly spaced out.

Warm Up (Sponge):. As students come into the room, hand them either a photocopy of the transparencies or a characteristic. The students that get a photocopy of the transparency should be given three small blanks of paper along with the transparency. Students should not discuss with each other what they were given at the door.

Mental Set:. Students will interpret images of events associated with Andrew Jackson.

Rationale:. The student understands that expansion, reforms, and innovations led to major changes in the American way of life. Students can relate the era of Andrew Jackson to some of the liberties that Americans enjoy today. Andrew Jackson changed the way American government included all citizens by expanding democracy. Andrew Jackson also led in some popular beliefs of American expansion and politics which is practiced in the United States in the present day.

Objectives:. 8.1, 8.5, 8.7, 8.10, 8.20, 8.21, 8.30

Input:. Students reinforce characteristics of photos involving Andrew Jackson and then generate their own characteristics and interpretations of the events.

Model:. Show students what they should do for the Social Studies Skill Builder. Use an example of something other than the transparencies of Andrew Jackson. Use an example that the majority of the students can relate too. Example being a sports team, actor, actress, etc.

Guided Practice:. Explain to students that some students have photos and some students have characteristics. All photos and characteristics have something to do with Andrew Jackson as President. The students must match their characteristics with the proper photo. The first groups to have all characteristics matched to the proper photo wins round one. The group who thinks that they have the correct photo and characteristics matched should move to one of the nine numbered stations around the room. The person with the photo should hold it above his or her head to signal the teacher that they are finished. The teacher should check for the correct matches. When the first correct matches have been made, the teacher should stop the students and direct a student with a photo to one of the nine open numbered stations in the room. Go through each photo and ask the students where missing characteristics should go.

(Note: There are enough photos and characteristics for 25 students. To accommodate for more students, the teacher can make more characteristics or photos. To accommodate for less students, the teacher can assign more than one characteristic to higher level students or take some out. The teacher may want to keep the groups even numbered to promote being fair.)

Round two will require each group to come up with three characteristics of the image on their own. One of the characteristics must be a concept. (If teacher has not taught students many concepts, a list of

concepts should be provided to the students.) Again, when a group thinks they are finished, the person with photo should raise the photo above their head signaling the teacher to assess. When a group has won, the teacher should guide the students through all student ideas.

**Independent Practice:** Students match photos of events involving Andrew Jackson with characteristics of those events. When round one is finished, students move on to round two where they come up with their own characteristics for the photos.

**Diagnostic Progress Test:** Class Discussion, matching the photos and characteristics, assessing students matching

## Unit: Andrew Jackson as President

### Characteristics of Images for Social Studies Skill Builder

Democracy

vote

Inauguration

Democrat elected

Self Made Man

Battle of New Orleans

Spoils System

Kitchen Cabinet

Nullification Crisis

John C. Calhoun

Federal Bank

Veto

Indian Removal Act

Trail of Tears

Southeast United States

Indian Territory

Lesson Title: Jackson Deals with Criticism  
Subject: U.S. History  
Grade Level: 8<sup>th</sup>  
Date: 2-9-05  
Teacher:

**Background Information:** Supplies needed include the following: 1.) Interactive Student Notebooks which include Reading Notes 2.) Large Poster Board or Butcher Paper 3.) Colors 4.) Glue 5.) History Alive Book

The room should be arranged into groups of three or four before students come to class. Put the students into mixed-ability groups as they walk into the door or prepare an overhead transparency before class.

**Warm Up (Sponge):** Students should find their group as they walk into class or teacher is assigning the groups. Students should get a copy of the assignment or teacher hands it to them as they walk into the room.

**Mental Set:** In groups, the students will create a persuasive and informative poster. The purpose of the poster is for students to answer the question: "Andrew Jackson: Considered a Hero or Villain". All groups will create their own persuasive poster to present to the class identifying their view of Andrew Jackson.

**Rationale:** The student understands that expansion, reforms, and innovations led to major changes in the American way of life. Students can relate the era of Andrew Jackson to some of the liberties that Americans enjoy today. Andrew Jackson changed the way American government included all citizens by expanding democracy. Andrew Jackson also led in some popular beliefs of American expansion and politics which is practiced in the United States in the present day.

**Objectives:** 8.1, 8.5, 8.7, 8.10, 8.20, 8.21, 8.30

**Input:** Students should have a copy of the persuasive poster activity. Go through the assignment and rubric with the students. Go through the assignment making sure students understand what to do and answer all questions about the activity.

**Model:** Show students the "Old Hickory" poster on the History Alive transparency 14C. If the students have created poster in previous years, these would be better examples for the teacher to show the students.

**Guided Practice:** Guide students in getting started with the poster. Students should fully understand the assignment after giving input and modeling to the students what is expected. Make sure that students have all supplies needed.

**Independent Practice:** Students follow the directions for the poster. Students work in mixed-ability groups. Students should have enough learned information, but may use assignments in Interactive Student Notebook, the History Alive book, or other resources. Students will have part of tomorrow to complete the posters.

**Diagnostic Progress Test:** Completion and presentations of the posters

Unit: Andrew Jackson as President

Activity: Create a Persuasive Poster answering the question;  
Andrew Jackson: Considered a Hero or Villain?

Students will create a persuasive poster identifying Andrew Jackson as either a hero or villain.  
The following are guidelines for the poster:

1. Picture of Andrew Jackson
  - a. Found by students or provided by the teacher
2. A unique title for the poster
  - a. Must include in the title the groups view of Jackson as a hero or villain
3. Three events Jackson was involved with during his time as President
  - a. All events must be something learned in class
4. Three statements about each event
  - a. All statements must be complete sentences.
5. Poster must be persuasive
6. Poster must include correct grammar
7. Poster must be creative
  - a. Creative includes drawings, color, unique sayings, etc.
  - b. Poster looks like it was generated during the time in history
8. Group must present the poster to an audience and try to persuade the class in their favor
9. All group members names should be on the back of the poster

Lesson Title: Jackson Stands by Controversial Decisions  
Subject: U.S. History  
Grade Level: 8<sup>th</sup>  
Date: 2-10-05  
Teacher:

Background Information:. Supplies needed include the following: 1.) Interactive Student Notebooks which include Reading Notes 2.) Large Poster Board or Butcher Paper 3.) Colors 4.) Glue 5.) History Alive Book

The room should be arranged into groups of three or four before students come to class.

Warm Up (Sponge):. Students should get their posters from a designated area in the room assigned by the teacher. Students should get all supplies needed to finish the poster of Andrew Jackson.

Mental Set:. Students should understand that they will have about half the class time to complete the assignment. The last half of the class will be used to present the poster to the class.

Rationale:. The student understands that expansion, reforms, and innovations led to major changes in the American way of life. Students can relate the era of Andrew Jackson to some of the liberties that Americans enjoy today. Andrew Jackson changed the way American government included all citizens by expanding democracy. Andrew Jackson also led in some popular beliefs of American expansion and politics which is practiced in the United States in the present day.

Objectives:. 8.1, 8.5, 8.7, 8.10, 8.20, 8.21, 8.30

Input:. Students have been told what is expected of them in today's lesson as far as time requirements.

Model:. Before students start to present their posters and try to persuade the class on whether or not Andrew Jackson was a hero or villain, show the students how they should present. Inform students that they must speak clearly, loudly, directly to the class, and any other presentation requirements. Make sure the students listening to each presentation understand the respect they should give to students as they are part of an audience. The teacher could present the example of class being like the movie theater.

Guided Practice:. Guide students in the completion of the posters. Direct groups to present. After the presentations, the teacher could take a vote on whether the class thinks Andrew Jackson was a Hero or Villain. Remind students that Andrew Jackson believed in democracy and a vote for all or allow students to discover this for themselves. Students should hand in posters for evaluation or the teacher could evaluate during presentations.

Independent Practice:. Students complete posters. Students prepare for presentations. Students present their posters and then generate their own answer to the Unit question: "Andrew Jackson: Considered a Hero or Villain.

Diagnostic Progress Test:. Evaluation of the group posters and presentations.

Lesson Title: Review and Assess Unit “Andrew Jackson as President”  
Subject: U.S. History  
Grade Level: 8<sup>th</sup>  
Date: 2-11-05  
Teacher:

Background Information:. Supplies needed include the following: 1.) Review game pieces 2.) History Alive Assessment 14

Warm Up (Sponge):. Students should number a sheet of paper with enough spaces as there are students in the class. Hand each student a piece for the review game. Teacher may have to make more or use less depending on the class size.

Mental Set:. Students will have a chance to participate in a brief review and then assess themselves on how well they understand Andrew Jackson and the events surrounding him.

Rationale:. The student understands that expansion, reforms, and innovations led to major changes in the American way of life. Students can relate the era of Andrew Jackson to some of the liberties that Americans enjoy today. Andrew Jackson changed the way American government included all citizens by expanding democracy. Andrew Jackson also led in some popular beliefs of American expansion and politics which is practiced in the United States in the present day.

Objectives:. 8.1, 8.5, 8.7, 8.10, 8.20, 8.21, 8.30

Input:. Give each student a couple of minutes to think about their topic. Students should not tell each other what their topic is. This is a competition between each student. Each student will stand up and try to describe their topic on the game piece to the rest of the class without using any part of the topic. The student will have one minute to describe their topic. There should be nothing said by the other students listening. If they know what the student’s topic is standing up, then right it down in the appropriate number on their sheet of paper. The teacher should keep track of the correct answers on their sheet of paper. The student with the most correct answers on their paper wins. Students could correct each others.

Model:. Show the students how to play the game by choosing a sample topic. Explain the topic to them for one minute. Then ask the students what the teacher was describing.

Guided Practice:. Teacher directs review game. Teacher gives students the assessment.

Independent Practice:. Students participate in review game. Students complete assessment.

Diagnostic Progress Test:. Correction and Responses from the review and assessments

## Unit: Andrew Jackson as President

### Review Game

Andrew Jackson

Democracy

vote

Inauguration

Democrat elected

Self Made Man

Battle of New Orleans

Spoils System

Kitchen Cabinet

Nullification Crisis

Tariffs

States rights

John C. Calhoun

Federal Bank

Veto

Indian Removal Act

Trail of Tears

Southeast United States

Indian Territory