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| **Lesson Title** | The Louisiana Purchase and The War of 1812 | **Teacher** | Goodloe/Deters |
| **Grade Level** | 8th | **Duration of Lesson** | 1-2 class periods |

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| **Lesson Topic** | Louisiana Purchase and The War of 1812 |
| **SC Standards and Indicators** | Analyze the position of South Carolina on the issues that divided the  nation in the early 1800s, including the assumption of state debts, the  creation of a national bank, the protective tariff and the role of the  United States in the European conflict between France and England and  in the War of 1812. |
| **Academic Vocabulary** | Haitian Revolution, Louisiana Purchase, Economic strangulation, British Orders of Council, Impressment, Chesapeake Leopard Affair, Embargo Act, Thomas Jefferson, Non-Intercourse Act, War Hawks, Battle of New Orleans, Star Spangled Banner, Treaty of Ghent, Nationalism, Sectionalism, Era of Good Feelings, Missouri Compromise, Panic of 1819, Monroe Doctrine, National Bank of the US, Tariff of 1816 |
| **Lesson Materials** | SMART lesson, Handouts, art supplies |

**Lesson Set**

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| **Content Objective(s)** | **Student will investigate essential question:** How did the Louisiana Purchase and the War of 1812 create changes in the young republic and help to open the door to opportunity for all Americans? What were the growing sectional issues of the day?  Student will learn and use academic vocabulary from this indicator. |
| **Literacy Objective(s)** | * Examine the relationship of the present to the past and use knowledge of the past events to make informed decisions in the present * Assess the relative importance of multiple causes on outcomes * Analyze, interpret, and synthesize social studies information to make inferences and draw conclusions * Represent and interpret maps, models, and make inferences to draw conclusions * Evaluate the validity of points of view and use evidence and sound reasoning |
| **Lesson Importance** | **Student will understand** the issues concerning western expansion and **analyze** the early issues leading towards sectionalism and understand the conflict and events leading up to the War of 1812 and the results of the War of 1812. |
| **Connections to prior and future learning** | **Student will have prior knowledge from 7th grade standard**  **Standard 7-3:** The student will demonstrate an understanding of political, social, and economic upheavals that occurred throughout the world during the age of revolution, from 1770 through 1848. |
| **Anticipatory Set/ Hook (Engage)** | **Each student will have a red card and green card. Teacher will give scenarios and students will hold red card up if they disagree or think that the situation is a bad idea and a green card if the student agrees or think the situation is a good idea.**  **Scenarios:**   1. S.C. has a huge debt because the state recently renovated several public buildings and built the 3rd largest cable bridge in North America. The United States government agrees to take on all the debt of the state and distribute the cost of the debt among all Americans. Is it a good idea for the US government take on all 50 state’s debts? 2. The United States imports Sony TVs from Japan to sell to Americans. The US government wants to place a new tariff on all Sony TVs. Americans could buy a Sony TV for $250.00 in 2008. Today, because of the new high protective tariff, the same TV costs $325.00. Is it a good idea for the US government to place high import taxes on all foreign goods? 3. France and England go to war with one another over territory issues. The United States depends on both of these countries to buy US manufactured products and support the US economy. Should the US get involved in the foreign affairs of France and England?   **Teacher will engage students in discussion based on their responses. Teacher will explain to students that these situations led to lots of disagreement and differing of opinions by many Americans. Many of these types of issues existed in the early 1800s.** |

**Skill Development**

**Initial “explain” portion of the lesson. Introduce vocabulary, explain/demonstrate/model the skill required for the literacy objective, introduce content components.**

**The content portion is only a brief introduction; the bulk of the student learning will take place during the guided practice activity.**

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| **Introduce content components** | **Vocabulary—**Using handout Vocab Match. Teacher will cut out the words, pictures, and the definitions to make a matching game. Pair students up with one set of vocabulary words, pictures, and definitions. Have them try to match the words with the correct definitions and picture using their text books for support. Teacher will regroup and go over the correct vocabulary words to the correct definitions and discuss the pictures students used to help define the words. After students have received the correct answers they will copy the words and definitions in their history notebook. |
| **“I do”**  **Skill from literacy objective**  introduce/explain/model | **SMART Lesson-**Louisiana Purchase and The War of 1812  Students take guided notes, teacher assists student in annotation and building positive note taking skills. |

**Guided Practice**

**This is the inquiry portion of the lesson, student-centered & often cooperative learning strategies used, teacher acting as facilitator, also known as *Explore*.**

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| **“We do”**  **Activity Description**  Include student “explore” components and opportunities for them to explain their learning. | Using handout entitled Excerpt. Students will receive individual excerpts to read and summarize the main idea. Teacher will have some of the following questions on the board for students to reflect upon and respond.   1. **What were Napoleon Bonaparte’s motives?** 2. **What were Thomas Jefferson’s motives?** 3. **Was Jefferson’s purchase of Louisiana Constitutional?** |
| **Checking for Understanding-“Informal” Assessment** | Review responses as a class and have students take notes. Use this information to create a large chart on the board. |

**Closure**

**Teacher will re-visit content and answer students’ questions developed during the Guided Practice component. Summarize the lesson, clarify content, and revisit content and literacy objectives.**

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| **Content Solidified** | Ask students if there is an explicit power in the constitution that would allow the president to purchase land from a foreign nation. Teacher should explain the strict constitutional view and the support for the purchase of Louisiana. Ask student what the consequences of the purchase were and how the acquisition opened up opportunities for many Americans. |

**Independent Practice**

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| **“You Do”** | 8-3.4: Understanding the War of 1812- Student will visit the following website and complete the activity. [http://docsteach.org/activities/10967](http://docsteach.org/activities/10967" \t "_blank)  The activity requires students to look at and discuss primary source documents and then e mail the teacher with a response to how well the student understands the war of 1812 and why he/she believes this was important to the establishment of America’s early republic. |

**Summative/ “Formal” Assessment**

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| **Assessment** | Short Essay: Jefferson’s purchase of Louisiana, while not in agreement with his constitutional principles, was seen by many as good for the nation. Explain why the Louisiana Purchase was a positive move for the early republic and how did the land acquisition and the War of 1812 create changes in America and open up the west for opportunity? |

**Differentiation**

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| **During Lesson** | Extension activity: Have students research and report on other land acquisitions like the Mexican Cession, Alaska, Hawaii, or imperial acquisitions like the Philippines and Guam. |
| **Assessment** | Provide outline guide. Discuss thesis statements as a class. |

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