

BUILD A WEBSITE: TELL US HISTORY

Lesson Plan

Lesson 10

WEEKLY WORK:

Length: One or two approximately 5-10 -minute asynchronous video with virtual instructor each week, homework will be assigned for the rest of the week. The video will drop on Sunday nights.

LESSON 10: 1789 - 1800: The Early Republic

Weekly Homework:

- Review the videos/materials
- Work on Website Task list Items. This week Trailblazers will work on their “Website Launch Checklist” that is in the materials.
- Watch the movie, “The Crossing” about George Washington. There is a YouTube link in the materials. Then do the Q&A Worksheet in the materials section. Note the George Washington GPT you can converse with that is linked on the worksheet!

Watch the Weekly Video:

- <https://logcabinschoolhouse.com/course-catalog>

Checklist items from the “Website Launch Checklist”.

- Homepage Basics**
 - Write a welcome message explaining the project.
 - Add a title and a few images to make it look inviting.
- Meet the Team**
 - Create a short bio for each team member. Launch with a minimum of four team members. This will bring visibility to others for what their bio might look like.
- Timeline Page**
 - Set up a simple timeline or list of historical topics that you’ll expand over time.
 - Even placeholders are fine! Just outline the key events.
 - Schedule 8-10 blog posts minimum. They can populate a blog post stream page or show up on the timeline page as links to individual posts. Or both.
- Navigation Menu**
 - Make sure visitors can find the Homepage, Meet the Team, and Timeline pages easily.
- Design & Images**

- Choose a few colors and fonts that fit the theme.
- Add a couple of historical images or illustrations.
- **Contact Form**
 - Set up a form so visitors can reach out to your Guide (teacher).
 - Make sure it has fields for Name, Email, and Message.
 - Try to make the contact form a popup.
- **Check for Functionality**
 - Test the website on a computer and a phone to see that it looks good.
 - Make sure links and buttons work and take you to the right pages.
- **Proofread**
 - Double-check spelling and facts on each page to make sure they're correct.

Materials:

- Your own curriculum (everyone should have chosen their own US History curriculum to read throughout the year by now.)
- Lesson Plan Week 10
- Q&A About The Crossing movie about George Washington
- "The Crossing" movie link.
- Website Launch Checklist

LESSON TRANSCRIPT:

"Hey, Trailblazers! Today, we're diving into the Early Republic, a time when the United States was like a new kid on the block, figuring out who it was and how it would survive. We're talking about the first two presidents: George Washington, the very first leader, and John Adams, the second president with a big job to follow!"

Narrator: "Picture it: it's 1789. The ink on the Constitution is barely dry, and George Washington is elected the first president. He's like, 'Okay, great, now what?!' Washington faced some huge challenges. The U.S. was in debt from the Revolutionary War, and no one knew if this new government would work. Imagine trying to lead a country that's still learning to walk!"

Narrator (dramatic tone): "Washington and his team—the very first cabinet—had to make decisions that would set the tone for everything to come. One big question? How much power should the federal government have? Should states be able to do their own thing, or should the national government have the final say?"

Narrator: "And then, there was this idea of staying out of other countries' business. Washington decided that the U.S. wouldn't get tangled up in European wars—this was called 'neutrality,' a choice that wasn't super popular with everyone. But Washington saw it as essential for keeping the country together. Imagine how challenging that decision must have been!"

Narrator: "After Washington, John Adams took over in 1797, and things got even more interesting. France and Britain were at each other's throats, and they both wanted the U.S. to pick a side. Adams worked hard to keep the peace with France, but it wasn't easy. At one point, there was even the possibility of war! Can you imagine how tense that was?"

Narrator (playfully): "But Adams stayed strong, even if it wasn't popular. He passed laws like the Alien and Sedition Acts, which were controversial because people thought they limited free speech. Adams was trying to keep the country safe from possible threats, but his decisions sparked debates that are still talked about today."

Narrator: "So, Trailblazers, as you can see, leading a brand-new country was no easy task. Both Washington and Adams faced huge obstacles as they shaped the United States. From deciding how much power the government should have to figuring out how the U.S. should interact with the world; they were making it up as they went along!"

Narrator (excitedly): "That's it for today's flash look at the Early Republic. Next time, we'll dig even deeper into the events and choices that shaped America's early years. Until then, think about this: What choices would *you* make if you were running a brand-new country?"

THINGS TO THINK ABOUT: The Early Republic (1789-1800)

Part 1: Establishing Leadership and Governance

1. Washington's Presidency

- Why was George Washington's role as the first president so important for setting the tone of the new government?
- How did Washington's decision to form a cabinet influence future presidents?

2. The Balance of Power

- What were some of the main issues Washington and his administration faced in balancing power between the federal government and the states?
 - How did the newly formed government begin to address these challenges?
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Part 2: Foreign Policy and Neutrality

1. Washington's Neutrality Policy

- Why did Washington decide that the U.S. should stay neutral in foreign conflicts, especially in European wars?
- How did this stance impact America's early relationship with other countries and shape its foreign policy?

2. The Jay Treaty

- What was the purpose of the Jay Treaty with Britain, and why was it controversial among Americans?
 - How did the treaty attempt to solve conflicts left unresolved after the Revolutionary War?
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Part 3: Adams's Presidency and Domestic Challenges

1. The Alien and Sedition Acts

- Why did John Adams pass the Alien and Sedition Acts, and what concerns did these laws raise about free speech?
- How did these acts reveal divisions within the government and the American public?

2. Maintaining Peace

- How did Adams handle the pressure to go to war with France, and why did he prioritize peace?
 - What were some of the consequences of his decisions for America's political landscape?
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Part 4: Early Political Parties and Ideological Differences

1. The Emergence of Political Parties

- What issues led to the formation of the Federalists and Democratic-Republicans as the first political parties in the U.S.?
- How did figures like Alexander Hamilton and Thomas Jefferson differ in their visions for the country's future?

2. Federalists vs. Democratic-Republicans

- How did the debates between Federalists and Democratic-Republicans shape the early political system?
 - In what ways did these early political divisions influence the government's role and authority?
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Part 5: Reflection and Modern Connections

1. Reflections on Early Leadership

- What lessons can we learn from Washington and Adams about the challenges of leading a new country?
- How do the choices made by these early presidents continue to affect the role of the president today?

2. Connection to Modern Politics

- How do the debates about free speech and national security in Adams's time relate to similar issues we face today?
 - In what ways do modern political parties reflect some of the ideological differences seen in the Early Republic?
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Part 6: In-Person Discussion Activities

1. Debate: Neutrality vs. Involvement

- Discuss whether Washington's policy of neutrality was the right choice for a young nation. What might have happened if the U.S. had joined foreign conflicts early on?

2. Role-Playing Activity: Federalists and Democratic-Republicans

- Split into groups representing the Federalists and Democratic-Republicans. Debate key issues, such as the role of the federal government and foreign policy.

3. Reflection Simulation: The Alien and Sedition Acts

- Work in pairs to discuss whether the Alien and Sedition Acts were necessary for national security or a threat to individual rights. Create a short presentation for your viewpoint.

4. Gallery Walk: Legacy of Washington and Adams

Log Cabin Schoolhouse

- Set up stations highlighting the contributions of Washington and Adams. Reflect on how their decisions as presidents continue to influence American government and values today.

These questions and activities encourage Trailblazers to explore the complexities of leadership in a new nation, understand the decisions that shaped America's early government, and consider how the legacy of Washington and Adams's presidencies continues to influence modern politics.

CCSS:

The Common Core State Standards (CCSS) do not have specific standards for U.S. History alone. However, U.S. History can be taught within the framework of the **Common Core Standards for Literacy in History/Social Studies** for grades 6-12. These standards focus on developing students' abilities to read, analyze, and write about historical texts.

Here's a breakdown of the relevant Common Core Literacy Standards for History/Social Studies for grades 6-12:

Grades 6-8:

1. Key Ideas and Details

- **RH.6-8.1:** Cite specific textual evidence to support analysis of primary and secondary sources.
- **RH.6-8.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- **RH.6-8.3:** Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).

2. Craft and Structure

- **RH.6-8.4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- **RH.6-8.5:** Describe how a text presents information (e.g., sequentially, comparatively, causally).
- **RH.6-8.6:** Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

3. Integration of Knowledge and Ideas

- **RH.6-8.7:** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- **RH.6-8.8:** Distinguish among fact, opinion, and reasoned judgment in a text.
- **RH.6-8.9:** Analyze the relationship between a primary and secondary source on the same topic.

4. Range of Reading and Level of Text Complexity

- **RH.6-8.10:** By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Grades 9-10:

1. Key Ideas and Details

- **RH.9-10.1:** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

- **RH.9-10.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
 - **RH.9-10.3:** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- 2. Craft and Structure**
- **RH.9-10.4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
 - **RH.9-10.5:** Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
 - **RH.9-10.6:** Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- 3. Integration of Knowledge and Ideas**
- **RH.9-10.7:** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
 - **RH.9-10.8:** Assess the extent to which the reasoning and evidence in a text support the author's claims.
 - **RH.9-10.9:** Compare and contrast treatments of the same topic in several primary and secondary sources.
- 4. Range of Reading and Level of Text Complexity**
- **RH.9-10.10:** By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Grades 11-12:

- 1. Key Ideas and Details**
- **RH.11-12.1:** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
 - **RH.11-12.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
 - **RH.11-12.3:** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- 2. Craft and Structure**
- **RH.11-12.4:** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.
 - **RH.11-12.5:** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
 - **RH.11-12.6:** Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

3. **Integration of Knowledge and Ideas**

- **RH.11-12.7:** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- **RH.11-12.8:** Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.
- **RH.11-12.9:** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

4. **Range of Reading and Level of Text Complexity**

- **RH.11-12.10:** By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

These literacy standards help guide the integration of U.S. History content within the Common Core framework by ensuring students develop critical reading, writing, and analytical skills relevant to understanding historical texts and contexts.

AP US History by the College Board:

Yes, there are standards for Advanced Placement (AP) U.S. History (APUSH). However, these standards are developed by the College Board, not the Common Core State Standards. The AP U.S. History course framework outlines the skills and knowledge students should acquire to be successful on the AP exam and in future college-level history courses.

AP U.S. History Course Framework:

The APUSH framework is organized into nine historical periods, each with key concepts, themes, and historical thinking skills:

1. **Historical Thinking Skills:**

- **Analyzing Evidence:** Ability to analyze and interpret primary and secondary sources.
- **Argument Development:** Crafting coherent historical arguments using evidence.
- **Contextualization:** Placing historical events within a broader context to understand their significance.
- **Comparison:** Comparing historical developments across time, geography, and cultures.
- **Causation:** Understanding cause-and-effect relationships in history.
- **Continuity and Change Over Time:** Identifying patterns of continuity and change over time.
- **Synthesis:** Connecting insights from different historical events or processes to develop new understandings.

2. **Thematic Learning Objectives:** APUSH is structured around seven themes that help students make connections between different historical periods:

- **American and National Identity (NAT)**
- **Work, Exchange, and Technology (WXT)**

- **Geography and the Environment (GEO)**
 - **Migration and Settlement (MIG)**
 - **Politics and Power (PCE)**
 - **America in the World (WOR)**
 - **American and Regional Culture (ARC)**
 - **Social Structures (SOC)**
3. **Key Concepts by Period:**
- **Period 1 (1491-1607):** The development of indigenous societies in North America before European contact and early European exploration and colonization.
 - **Period 2 (1607-1754):** European colonization, regional differences, and conflicts with indigenous peoples.
 - **Period 3 (1754-1800):** The American Revolution, the creation of the U.S. Constitution, and the early Republic.
 - **Period 4 (1800-1848):** The rise of American democracy, market economy, and social reforms.
 - **Period 5 (1844-1877):** Manifest Destiny, the Civil War, and Reconstruction.
 - **Period 6 (1865-1898):** Industrialization, urbanization, and the Gilded Age.
 - **Period 7 (1890-1945):** The Progressive Era, World Wars, and the Great Depression.
 - **Period 8 (1945-1980):** The Cold War, civil rights movements, and postwar prosperity.
 - **Period 9 (1980-present):** Contemporary U.S. history, including globalization, technological change, and shifts in social and political dynamics.

AP U.S. History Exam Format:

The APUSH exam assesses students' understanding of these periods, their ability to think critically, and their skills in analyzing historical evidence. The exam includes multiple-choice questions, short-answer questions, a document-based question (DBQ), and a long essay question (LEQ).

APUSH Skills and Practices:

- **Practice 1:** Analyzing and interpreting primary and secondary sources.
- **Practice 2:** Making historical arguments.
- **Practice 3:** Using historical evidence.
- **Practice 4:** Contextualization.
- **Practice 5:** Making connections across periods, regions, and themes.

These standards ensure that AP U.S. History students are prepared to engage in college-level historical analysis and develop a deep understanding of U.S. history across different periods and themes.