

# BUILD A WEBSITE: TELL US HISTORY

## Lesson Plan

### Lesson 11

#### 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.*

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#### LESSON 11: 1800 - 1816: The Jeffersonian Era

##### 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.
- Begin to plan your first semester timeline. It will be the assignment for the next four weeks. Keep researching each week’s topics but add details to your own timeline a little each week. Prepare to present it to someone as well.

##### 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 11
- Timeline Assignment First Semester

## LESSON TRANSCRIPT:

Hello, Trailblazers! Today, we're diving into *The Jeffersonian Era*, an exciting period in American history that transformed the United States. Imagine it's the early 1800s – the country is young, and big changes are on the horizon.

Let's start with the **Louisiana Purchase** in 1803. President Thomas Jefferson made a bold move, buying a massive piece of land from France that doubled the size of our country almost overnight. This vast, uncharted territory stretched from the Mississippi River to the Rocky Mountains. Trailblazers, picture explorers venturing into a land of towering mountains, dense forests, and untamed rivers.

**Image Prompt:** Create an illustration of an 1800s landscape with rugged terrain, rivers, and mountains symbolizing the vast expanse of the Louisiana Purchase.

Next, Jefferson sent two brave explorers, **Meriwether Lewis and William Clark**, on an expedition to map this land and discover what lay within it. Joined by their guide, Sacagawea, a Shoshone woman, they faced dangerous rivers, wild animals, and challenging weather, but they also encountered incredible landscapes and met Native American tribes along the way. Their journey opened up the West, inspiring pioneers to settle in new places.

**Image Prompt:** Show Lewis, Clark, and Sacagawea standing on a mountain overlook, gazing across a wide, unexplored landscape with rivers and forests below.

Finally, we reach the **War of 1812**. This was a conflict between the United States and Great Britain, sparked by issues like trade restrictions and the British practice of impressing American sailors into their navy. The war was intense, and one of the most famous battles took place in Washington, D.C., where the British set fire to the White House. But there were also victories, like Andrew Jackson's defense of New Orleans, which filled Americans with pride and boosted a sense of national identity.

**Image Prompt:** An intense battle scene from the War of 1812, with smoke, cannons, and soldiers in formation defending a city.

The Jeffersonian Era changed America, making it bigger and stronger. This spirit of exploration, bravery, and resilience is something we can carry with us in our own learning journey. So, let's keep pushing forward, just like the explorers and pioneers who shaped our nation!

hen, think about this: What choices would *you* make if you were running a brand-new country?"

## THINGS TO THINK ABOUT: The Jeffersonian Era (1800-1816)

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### Part 1: Expansion and Vision

#### 1. The Louisiana Purchase

- Why was the Louisiana Purchase a significant step for the young United States?
- How did acquiring such a vast amount of land shape America's future, both economically and geographically?

#### 2. Jefferson's Vision for America

- What was Thomas Jefferson's vision for the United States, and how did it differ from the Federalists' ideas?
  - How did Jefferson's belief in agrarianism (a nation of farmers) impact his decisions as president?
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### Part 2: Exploration and Discovery

#### 1. The Lewis and Clark Expedition

- Why did Jefferson feel it was important to explore the Louisiana Territory?
- How did the Lewis and Clark expedition help shape America's understanding of its new lands and the diverse cultures within it?

#### 2. Interactions with Native American Tribes

- How did Lewis and Clark's encounters with Native American tribes impact future relationships between the U.S. government and indigenous peoples?
  - What role did Sacagawea play in the success of the expedition, and how did her presence influence interactions with tribes?
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### Part 3: Conflict and Resilience

#### 1. The War of 1812

- What were the main causes of the War of 1812, and why did America feel compelled to declare war on Britain?
- How did the war challenge the young nation, and what were the outcomes of this conflict for the United States?

#### 2. Andrew Jackson and the Battle of New Orleans

- How did Andrew Jackson's defense of New Orleans influence American morale and national pride?
  - What does this battle reveal about the resilience of the American people during wartime?
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## Part 4: Building a National Identity

1. **Growth of National Unity**
    - How did events like the Louisiana Purchase and the War of 1812 help shape a shared national identity among Americans?
    - In what ways did the challenges and successes of the Jeffersonian Era bring Americans closer together?
  2. **The Role of Patriotism in the Early 1800s**
    - How did symbols like the American flag and events like the defense of New Orleans fuel patriotism in the Jeffersonian Era?
    - How might the spirit of resilience and bravery from this era still resonate with Americans today?
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## Part 5: Reflection and Modern Connections

1. **Lessons from the Jeffersonian Era**
    - What can we learn from Jefferson’s expansionist policies and the sacrifices made during the War of 1812?
    - How do the choices and visions from the Jeffersonian Era continue to influence American values today?
  2. **Modern Perspectives on Expansion and Diplomacy**
    - How might the debates around expansion and foreign conflicts in Jefferson’s time relate to modern conversations about U.S. involvement overseas?
    - What lessons from early American diplomacy can be applied to today’s foreign policy challenges?
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## Part 6: In-Person Discussion Activities

1. **Debate: The Louisiana Purchase’s Impact**
  - Discuss whether the Louisiana Purchase was worth the potential risks. What might have happened if the U.S. hadn’t acquired the land?
2. **Exploration Simulation: The Lewis and Clark Expedition**
  - Role-play as members of the Lewis and Clark expedition. Describe what challenges you might face and what it would take to succeed.
3. **Reflection on the War of 1812**
  - Work in pairs to discuss whether the War of 1812 was necessary or avoidable. Was it worth the cost? Present your viewpoints in a short presentation.
4. **Gallery Walk: Symbols of Unity and Resilience**
  - Set up stations displaying symbols from the Jeffersonian Era, such as maps of the Louisiana Purchase or portraits of key figures. Reflect on how these symbols continue to represent American resilience and unity.

## 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.