

BUILD A WEBSITE: TELL US HISTORY

Lesson Plan

Lesson 13

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 13: 1824 - 1840: Jacksonian Democracy and Native American Policy

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.
- Continue 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
- Timeline Assignment First Semester (handout in lesson 11 materials)

LESSON TRANSCRIPT:

Hello, Trailblazers! Today, we're diving into a powerful chapter in American history: Jacksonian Democracy and its impact on Native American policy. Ready to unravel how Andrew Jackson shaped America—and not always for the better? Let's go!

The year was 1828, and America was buzzing with change. A man named Andrew Jackson, a war hero from the Battle of New Orleans, became President. Jackson's appeal? He was the "People's President"—a symbol of democracy for the common man. He stood for farmers, workers, and the everyday citizen. This was the age of populism, where Jackson's belief in majority rule stirred hope in many Americans.

But not everyone was cheering. While Jackson's ideas promised opportunity for white settlers, they came at a devastating cost for Native Americans. Under Jackson's presidency, the Indian Removal Act of 1830 was signed into law. This act forced Native American tribes off their ancestral lands, pushing them west of the Mississippi River.

The most infamous result? The Trail of Tears. Over 16,000 Cherokee were marched hundreds of miles to what is now Oklahoma. Along the way, thousands perished due to disease, exhaustion, and harsh conditions. This wasn't just a journey—it was a tragedy, leaving deep scars in American history.

Yet, Jackson justified it, claiming it was for their "protection." He argued Native Americans couldn't coexist with settlers. Was this democracy? Or was it oppression disguised as progress?

But history is never just one story. Jackson's presidency also sparked a deeper sense of identity for America. He expanded voting rights to more white men and built the Democratic Party, shaping the political system we still see today. His ideas of empowering the "common man" laid a foundation for American democracy—even if they were far from perfect.

So, Trailblazers, what do you think? Was Andrew Jackson a champion of the people or a leader who sacrificed others for his vision of progress? Discuss with your team, and let's uncover the layers of history together.

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That's it for today's historical journey! Keep asking questions, keep exploring, and remember—history isn't just about the past. It's about what we learn to make the future better. See you next time!

Things to Think About: Jacksonian Democracy and Native American Policy (1824-1840)

Part 1: The Rise of Jacksonian Democracy

1. Populism and the "Common Man"

- How did Andrew Jackson's presidency shift the political focus toward the "common man"?
- In what ways did Jackson's populism create opportunities for some Americans while excluding others?

2. Expanding Voting Rights

- What changes in voting laws during this period expanded political participation?
 - How might these changes have affected the balance of power between different groups in society?
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Part 2: Native American Policy and the Trail of Tears

1. The Indian Removal Act of 1830

- What were the key arguments used by Jackson to justify the Indian Removal Act?
- How did the Indian Removal Act conflict with the principles of democracy and justice?

2. The Trail of Tears

- What does the Trail of Tears reveal about the consequences of Jacksonian policies?
 - How might Native Americans of the time have viewed Jackson's claim that removal was for their "protection"?
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Part 3: Conflict and Controversy in Leadership

1. Balancing Power and Authority

- How did Jackson's use of presidential power, such as vetoing the National Bank, shape the office of the presidency?
- Do you think Jackson overstepped his authority in his decisions? Why or why not?

2. The Role of Leadership in Democracy

- How did Jackson's leadership style contribute to the rise of a more robust two-party system in the United States?
- What lessons in leadership can be learned from both Jackson's successes and failures?

Part 4: Society, Economy, and Political Identity

1. Economic Divisions

- How did Jacksonian Democracy impact farmers, workers, and small business owners?
- In what ways did Jackson's economic policies, like opposing the National Bank, reflect the needs of these groups?

2. Exclusion from the "American Dream"

- How did Jacksonian policies affect groups that were excluded, like Native Americans, African Americans, and women?
 - What does this reveal about the limitations of democracy during this era?
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Part 5: Reflection and Modern Connections

1. Lessons from Jacksonian Democracy

- What can we learn about the balance between majority rule and protecting minority rights from this period?
- How do debates about populism and leadership today reflect the challenges of Jackson's presidency?

2. The Trail of Tears' Legacy

- How has the forced removal of Native Americans shaped the history and identity of the United States?
 - In what ways do policies and attitudes from this era still affect Native American communities today?
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Part 6: In-Person Discussion Activities

1. Debate: Jackson – Hero or Villain?

- Argue whether Andrew Jackson should be remembered as a champion of democracy or as a deeply flawed leader whose policies caused harm.

2. Role-Playing: Voices of the Time

- Act as Andrew Jackson, a Cherokee leader, or a farmer from the frontier. Share perspectives on the Indian Removal Act and Jacksonian Democracy.

3. Gallery Walk: Images of Democracy

- Display symbols like the veto message, portraits of Jackson, and maps of the Trail of Tears. Reflect on how these represent the complexities of Jacksonian Democracy.

4. Simulation: Reforming Democracy Today

- Imagine creating policies today inspired by Jackson's vision of empowering the "common man." How would you address inclusion and fairness?

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.