



Defining Andrew Jackson: Political Patriot or Military Dictator

★ TASK ★ LADDER

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The focus of this module is the Jacksonian Democracy period. Andrew Jackson was in some eyes a military dictator. Students will decide if he used his executive power to be a dictator or if he really contributed to the growth of the nation. Content in this module is a portion of a unit on economic growth in the 1800's. A lesson (power point) is presented in the beginning of module to give students the background knowledge needed.

GRADES
9 - 11

DISCIPLINE
 **Social Studies**

COURSE
 **US History**

PACING
 **N/A**

Section 1: What Task?

Teaching Task

Task Template 1 - Argumentation

After researching informational texts on the presidency of Andrew Jackson, write a newspaper editorial in which you argue the impact of Jackson's executive policy on a young nation. Support your position with evidence from your research. What conclusions or implications can you draw?

Standards

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

RH.11-12.1 Focus

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.11-12.4

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 (e.g., how Madison defines faction in Federalist No. 10).

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.

WHST.11-12.1 Focus

Write arguments focused on discipline-specific content.

WHST.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.11-12.9 Focus

Draw evidence from informational texts to support analysis, reflection, and research.

WHST.11-12.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

RH.11-12.3 Focus

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.6 Focus

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Custom Standards

SSUSH7.e Focus

Students will explain the process of economic growth, its regional and national impact in and the first half of the 19th century and the different responses to it. e. Explain Jacksonian Democracy, expanding suffrage, the rise of popular political culture, and the development of American nationalism.

College, Career, and Civic Life (C3) Framework for Social Studies State Standards

D2.His.16.9-12 Focus

Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

Texts

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 **Indian Removal and the Trail of Tears**

 **King Andrew and the Bank**

 **The Several Elections of 1824**

 **Nullification**

Student Work Rubric - Argumentation Task - Grades 9-12

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Controlling Idea	Makes a general claim with an unclear focus.	Establishes a clear claim that addresses the prompt , with an uneven focus .	Establishes and maintains a clear, specific, and credible claim that addresses all aspects of the prompt.	Establishes and maintains a precise, substantive claim that addresses all aspects of the prompt. Acknowledges limitations and/or the complexity of the issue or topic .
Selection & Citation of Evidence	Includes minimal details from sources. Sources are used without citation.	Includes details, examples, and/or quotations from sources that are relevant to the claim . Inconsistently cites sources.	Includes details, examples, and/or quotations from sources that support the claim and supporting ideas . Consistently cites sources with minor formatting errors .	Includes well-chosen details, examples, and/or quotations from sources that fully support the claim and supporting ideas. Consistently cites sources using appropriate format .
Development / Explanation of Sources	Explanation of ideas and source material is irrelevant, incomplete, or inaccurate.	Explains ideas and source material to support the argument , with some incomplete reasoning or explanations .	Accurately explains ideas and source material and how they support the argument.	Thoroughly and accurately explains ideas and source material, using logical reasoning to support and develop the argument.
Organization	Lacks an evident structure. Makes unclear connections among claims, reasons, and/or evidence.	Groups ideas and uses transitions to develop the argument, with some lapses in coherence or organization .	Groups and sequences ideas to develop a cohesive argument . Uses transitions to clarify the relationships among claim(s), reasons, and evidence .	Groups and sequences ideas in a logical progression in which ideas build to create a unified whole . Uses varied transitions to clarify the precise relationships among claim(s), reasons, and evidence.
Conventions	Major errors in standard English conventions interfere with the clarity of the writing. Language or tone is inappropriate.	Errors in standard English conventions sometimes interfere with the clarity of the writing. Uses language and tone that are sometimes inappropriate for the audience and purpose.	Consistently applies standard English conventions; minor errors , while noticeable, do not interfere with the clarity of the writing. Uses language and tone appropriate to the audience and purpose .	Consistently applies standard English conventions, with few errors . Demonstrates varied syntax and precise word choice . Consistently uses language and tone appropriate to the audience and purpose.
Content Understanding (Generic)	Attempts to include disciplinary content in explanation or argument but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Background for Students

Was the Jacksonian Democracy a period of excessive executive abuse or a period geared to help shape the growth of the nation? You have the task of being a journalist living in the time of Andrew Jackson. We will investigate some events during this time and then you will decide if Jackson was a political patriot or a military dictator.

Extension

None

Section 2: What Skills?

Preparing for the Task

BRIDGING CONVERSATION > ACTIVATING PRIOR KNOWLEDGE: Ability to connect existing knowledge, skills, experiences, and concerns to new content.

TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

TASK AND RUBRIC ANALYSIS > READING OF THE RUBRIC: Ability to understand vocabulary and requirements of rubric.

Reading Process

PRE-READING > FOUNDATION: Ability to begin build foundation knowledge

ACTIVE READING > ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text.

ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.

POST-READING > ENHANCING COMPREHENSION: Ability to make observation and relate to concepts.

Transition to Writing

BRIDGING CONVERSATION > PREPARING FOR WRITING: Ability to begin linking reading results to writing task.

Writing Process



PLANNING > PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to an argumentation task.

DEVELOPMENT > BODY PARAGRAPHS: Ability to construct an initial draft with a claim and emerging structure.

REVISION, EDITING, AND COMPLETION > EDITING: Ability to proofread and format a piece to make it more effective.

REVISION, EDITING, AND COMPLETION > FINAL DRAFT: Ability to submit final piece that meets expectations.

Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparing for the Task				
20 mins	BRIDGING CONVERSATION > ACTIVATING PRIOR KNOWLEDGE: Ability to connect existing knowledge, skills, experiences, and concerns to new content.	CAROUSEL BRAINSTORMING Carousel Brainstorming will activate students' prior knowledge about Andrew Jackson and the time period of his election and presidency.	Collaborative discussion of each student at stations.	1. Four stations will be created around classroom with chart paper labeled: *Nullification, *Bank of the United States, *Indian Removal and the Trail of Tears, and *Election of 1824. 2. Students will rotate to each station in small groups. Through conversation with peers, students will activate prior knowledge of the different topics or different aspects of a single topic. 3. Ideas shared will be posted for groups to read. 4. Discussion with whole group will end the activity providing scaffolding for new information.
Standards: SL.11-12.1.C : Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.				
15 mins	TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.	TAP Students look at the prompt to determine what the topic of the editorial is (topic), to whom they are writing (audience) and the main idea/thesis (purpose).	All students will complete the TAP handout.	1. Using handout, students will identify the topic and answer the following questions: What am I writing about? What do I know about this topic? 2. Students will identify the audience with answers to the following questions: Who will read what I write? How will the intended audience influence what I write and the way I write it? 3. Students will identify the purpose by answering the following questions: What do I want this piece of writing to accomplish? 4. Discussion will take place to ensure that students understand the task.
Additional Attachments:  TAP Organizer				
40 mins	TASK AND RUBRIC ANALYSIS > READING OF THE RUBRIC: Ability to understand vocabulary and requirements of rubric.	WHAT WILL COUNT AS A STRONG ANSWER? Complete the "What Will Count as a Strong Answer? Handout".	Student work meets expectations if it includes a reasonable set of words for each descriptor.	<ul style="list-style-type: none"> Provide students with computer access or thesauri. With the handout, demonstrate how you would restate the first descriptor, and ask students for suggestions on how to restate the second one. Example: "One of the major components of the rubric is FOCUS. In order to meet this expectation, I will need to - <i>Address the prompt appropriately and maintain a clear, steady focus.</i> Another way of saying this is - I will need to answer the essay question and stay on topic throughout my paper. If there is a word that I need to paraphrase, I can use my thesaurus to find a synonym. Remember, a synonym is - a word that means exactly or nearly the same as another word. For example <i>shut</i> is a synonym of <i>close</i>." Have students fill in the others with a partner. Discuss as a class. Ask students to revise their answers before turning them in. Source: www.dictionary.com
Standards: CCR.W.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCR.R.1 : Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.				
Additional Attachments:  What Will Count as a Strong Answer? Handout				
Reading Process				
50 mins	PRE-READING > FOUNDATION: Ability to begin build foundation knowledge	FOUNDATION FOR CONTENT Students will listen, take notes and discuss content that will help make relevant the documents they will read and lay a foundation for the content to be presented.	Students meets expectations: Participates in discussions/questions. Completes student notes.	1. Students will participate in powerpoint led discussion for foundation content. 2. As the content is presented and discussion proceeds, students will take notes for understanding on note taking guide. 3. Students will be asked to write their ideas concerning some of the content, then discuss with their peers. 4. After discussion, students can change or add other ideas or facts.

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	<p>Standards:</p> <p>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.</p> <p>SL.11-12.1.C : Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>SL.11-12.2 : Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>Additional Attachments:</p> <p> Student Note-taking Guide for Jackson Powerpoint</p> <p> Andrew Jackson PowerPoint</p>			
20 mins	<p>ACTIVE READING > ESSENTIAL VOCABULARY:</p> <p>Ability to identify and master terms essential to understanding a text.</p>	<p>ESSENTIAL VOCABULARY PRACTICE</p> <p><i>As Students are Reading Texts</i></p> <p>Prompt: When reading the texts record any words you don't know in the Vocabulary Table. Write definitions as words are being discussed. Record in vocabulary table.</p> <p>Product: Vocabulary table</p>	<p><i>Work meets expectations if:</i></p> <ul style="list-style-type: none"> • Vocabulary table is completed with correct definitions • Students participate in the vocabulary Ask Me review 	<p>As Students are Reading Texts:</p> <p>As students read through the texts they will record in the Vocabulary Table any word they do not know.</p> <p>Words will be written on large chart paper, teacher will add to discussion any additional information the students may need to know in order to fully understand the texts as students add definitions to the table.</p>
	<p>Standards:</p> <p>CCR.W.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCR.R.10 : Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>Additional Attachments:</p> <p> Vocabulary Table</p>			
1 hr and 30 mins	<p>ACTIVE READING > NOTE-TAKING:</p> <p>Ability to select important facts and passages for use in one's own writing.</p>	<p>DOUBLE ENTRY JOURNAL PRODUCT: Completed journal with entries for each document</p> <p>PROMPT: In the first column, cite evidence from the text that relates to the teaching task. In the second column, record your thoughts or reaction/position.</p>	<ul style="list-style-type: none"> • Answers questions with credible response. • Includes specific evidence from the text. • Completes both columns of the journal for each text. 	<ol style="list-style-type: none"> 1. Remind students to read each selected text making journal entries whenever a natural pause in the reading occurs, so that the flow is not interrupted constantly. 2. During and/or after the reading of a text, display a blank copy of the Double Entry Journal to demonstrate how to use this printout to make connections with the text. <ul style="list-style-type: none"> • In the left hand column, students should choose phrases or sentences from the text that provides evidence for the newspaper editorial in the teaching task. • In the right hand column, students should react to the passage writing personal responses to the phrases or sentences on the left. The entry may include a comment, question, connection to teaching task, or an analysis. 3. After journal is completed for each text, students can share their responses with the class or literature discussion group. 4. After the discussion, allow students to add to their entries. <p><i>Adapted from:</i> http://www.readwritethink.org/classroom-resources/printouts/double-entry-journal-30660.html</p>
	<p>Standards:</p> <p>CCR.W.5 : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>CCR.R.10 : Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>CCR.R.1 : Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Additional Attachments:</p> <p> Double Entry Journal</p>			
30 mins	<p>POST-READING > ENHANCING COMPREHENSION:</p> <p>Ability to make observation and relate to concepts.</p>	<p>GUESS WHO'S COMING TO DINNER</p> <p>After reading all texts and completing Double Entry Journal, briefly identify how specific people's views from Jackson's era link to either a pro or con of Andrew Jackson as a president.</p>	<p>Participate in discussion and present valid reasons for position</p>	<ol style="list-style-type: none"> 1. Divide students into small groups. 2. Each student will be given a note card with a person's name on it. Examples are James Alexander Hamilton, Henry Clay, Nicolas Biddle, Chief Black Hawk. 3. Provide a chart titled "Guess Who's Coming to Dinner" divided into Pro and Con columns. 4. Students will identify which side of the table each person will sit, as a supporter or

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				against Andrew Jackson. Reasons will be provided as people are "seated".
	5. Class discussion will be guided upon completion of activity.			
Standards:				
CCR.SL.2 : Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.				
CCR.SL.4 : Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.				
Transition to Writing				
30 mins	BRIDGING CONVERSATION > PREPARING FOR WRITING: Ability to begin linking reading results to writing task.	CAROUSEL BRAINSTORMING While Carousel Brainstorming for a second time, students develop their opinions of events surrounding Jackson's presidency.	1. Adequately present an opinion based on evidence. 2. Participate in discussion listening to differing opinions.	1. There are four posters placed around the room each with a title (Nullification Crisis, Indian Removal Act, Election of 1824, and Bank of the United States). Give students sticky notes and the following scenario: You are a close personal friend of Andrew Jackson's and you stop by his home at the Hermitage to talk with him one day. As you are sitting on his front porch talking with him, you have an opportunity to give your opinion of one of the four events listed on the posters. 2. Write down on the sticky note what your advice would be to your friend Andrew Jackson, and place the note on the appropriate poster relating to the issue the student is giving advice. 3. After all students have placed their opinions on the posters around the classroom, spend some time as a whole group going over the poster issues and the different opinions. Allow time for students to respond and give feedback.
Standards:				
SL.11-12.4 : Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.				
Writing Process				
30 mins	PLANNING > PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to an argumentation task.	CONTROLLING IDEA/EVIDENCE/COUNTERCLAIM (BASED ON "BELIEVING AND DOUBTING") Write a sentence that clearly states your position (controlling idea) based on the teaching task: 1) Believing: write everything you can in SUPPORT of this statement Begin with "I believe this statement is true, because . . ." 2) Doubting: Write everything you can think of OPPOSING this statement Begin with "I doubt this statement is true, because. . ." 3) Deciding: Ultimately, what is your position on this statement, and why? Begin with "I decided X because . . ."	Controlling Idea row of the Argumentative Rubric: 1. Attempts to establish a claim, but lacks a clear purpose. No mention of counter claims. 2. Establishes a claim. Makes note of counter claims. 3. Establishes a credible claim. Develops claim and counter claims fairly. 4. Establishes and maintains a substantive and credible claim or proposal. Develops claims and counter claims fairly and thoroughly.	1) Provide a short list of "controversial" topics and ask students to add additional topics to the list; topics can be about anything 2) Teacher chooses one of the topics and models for students a "controversial topic statement." Ask students to raise their hands if they agree with the statement and then if they disagree with the statement. 3) Model for students how to write a SUPPORT statement using the sentence starter from the protocol, or have a student model it. Then do the same exact thing for the OPPOSING statement. 4) On the Believing-Doubting template have students write a sentence that clearly states the position (controlling idea) based on the teaching task. 5) Students then will complete table on template: Believing: Write everything you can in support of this statement. Include any evidence from texts (note-taking guide) Doubting: Write everything you can think of OPPOSING this statement 6) Deciding: Ultimately, what is your position on this statement, and why? At the end of the process, students can peer edit/comment, gallery walk, debate, etc. Teacher can give feedback on the students' finalized statements to use for their essays. Additional Instruction This process works well for helping students gain clarity on their controlling idea for an essay, what a counter-claim might be, and how to address the counter-claim. However, teacher might want to use another mini-task to refine the actual controlling idea to put into their essay. For an e-handout of the process, see: https://docs.google.com/a/newvisions.org/file/d/0B0daApsDC0L9NkiRWjFGTW1LaEU/edit For the student work from this mini task, go to: https://docs.google.com/a/charter.newvisions.org/folder/d/0B53ydr3YwYm-Ujl4U0JoZ3ZzRjA/edit Additionally, read the work of Peter Elbow who created this concept ("Believing and Doubting" protocol)
Standards:				
CCR.W.5 : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.				
CCR.W.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.				

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<p>CCR.W.1 : Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Additional Attachments:</p> <ul style="list-style-type: none"> Believing-Doubting Template Lesson Plan.doc LDC Lessons at a Glance.doc Believing and Doubting.doc 				
40 mins	<p>PLANNING > PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to an argumentation task.</p>	<p>OUTLINE/ORGANIZER Create an outline based on your notes and readings in which you state your controlling idea, sequence your points, and note your supporting evidence.</p>	<ul style="list-style-type: none"> Creates an outline or organizer. Supports controlling idea. Uses evidence from texts read earlier. 	<ul style="list-style-type: none"> Provide and teach the argumentative essay outline. Invite students to generate questions in pairs about how the format works, and then take and answer questions.
<p>Standards:</p> <p>WHST.11-12.1.A : Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>Additional Attachments:</p> <ul style="list-style-type: none"> Argumentative Essay Outline 				
1 hr	<p>DEVELOPMENT > BODY PARAGRAPHS: Ability to construct an initial draft with a claim and emerging structure.</p>	<p>INITIAL DRAFT Write an initial draft complete with opening, development, and closing; insert and cite textual evidence.</p>	<ul style="list-style-type: none"> Provides complete draft with all parts. Supports the opening in the later sections with evidence and citations. 	<ul style="list-style-type: none"> Encourage students to re-read prompt partway through writing, to check that they are on track.
<p>Standards:</p> <p>WHST.11-12.1.B : Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>WHST.11-12.1.C : Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>WHST.11-12.1.E : Provide a concluding statement or section that follows from or supports the argument presented.</p>				
20 mins	<p>REVISION, EDITING, AND COMPLETION > EDITING: Ability to proofread and format a piece to make it more effective.</p>	<p>CORRECT DRAFT Revise draft to have sound spelling, capitalization, punctuation, and grammar. Adjust formatting as needed to provide clear, appealing text.</p>	<ul style="list-style-type: none"> Provides draft free from distracting surface errors. Uses format that supports purpose. 	<ul style="list-style-type: none"> Briefly review selected skills that many students need to improve. Teach a short list of proofreading marks. Assign students to proofread each other's texts a second time.
<p>Standards:</p> <p>CCR.L.2 : Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>				
10 mins	<p>REVISION, EDITING, AND COMPLETION > FINAL DRAFT: Ability to submit final piece that meets expectations.</p>	<p>FINAL PIECE (LDC PROTOTYPE) Turn in your complete set of drafts, plus the final version of your piece.</p>	<ul style="list-style-type: none"> Fits the "Meets Expectations" category in the argumentative rubric. 	None
<p>Standards:</p> <p>CCR.W.10 : Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>				

Instructional Resources

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No resources specified

Section 4: What Results?

Student Work Samples

No resources specified

Teacher Reflection

Not provided

All Attachments

- Indian Removal and the Trail of Tears : <https://s ldc.org/u/oswlv l2wa17dodr nstu9hwgq>
- King Andrew and the Bank : <https://s ldc.org/u/3e1ixd40n2sgavfh hzgb7zfp>
- The Several Elections of 1824 : <https://s ldc.org/u/9fjbo5wruv874zidz djh6g00m>
- Nullification : <https://s ldc.org/u/7e1v9niintrikn bjbwz1smjqr>