

Teacher: Kathrine Thomson			
Title: Andrew Jackson and the National Bank	Subject: U.S. History		
Topics: Banking and Currency	Grade: 9 <sup>th</sup>		
Lesson Duration:	School: South High		
<b>Education Designs Lesson/ Unit Plan</b>			
<b>Lesson Summary:</b> <i>(A short 3-5 sentence summary of the lesson and how it will be delivered)</i>	This lesson deals with the dissolution of the Second National Bank by Andrew Jackson. The student will understand the causes of Jackson's hatred of the Bank and the effects of closing the Bank. The students will also learn about the creation of money in the United States to increase their economic literacy.		
<b>National Standards for History Era:</b> <a href="#">Link</a>	<a href="#">Era 4 Standard 4</a> : The sources and character of cultural, religious, and social reform movements in the antebellum period		
<b>Standard(s):</b> <i>State, Local or National</i>	<b>NCSS Standards VI, f which states that social studies programs should include experiences that provide for the study of how people create and change structures of power, authority and governance, so that the learner can analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.</b>		
<b>Themes/Concept:</b>	Jackson's conflict with the National Bank affected the U.S. economy		
<b>Essential questions (2-5 questions)</b> <i>(What you want the students to know)</i>	<ol style="list-style-type: none"> <li>1. Why did Jackson hate the National Bank?</li> <li>2. How did politics lead to the dissolution of the National Bank?</li> <li>3. How did the destruction of the Bank affect the economy?</li> <li>4. How is money created in the United States?</li> </ol>		
<b>Elements</b> <i>(What you want the students to understand)</i>	Because of a cultural and political bias, Andrew Jackson wanted to destroy the national bank and the destruction of the National Bank strongly affected the economy of his day and had an effect on U.S. monetary policy.		
<b>Launch Activity (Hook)</b>	The students will see a clip from the video ANDREW JACKSON: GOOD, EVIL AND THE PRESIDENCY dealing with Jackson and the Bank and will have a discussion on the views presented in the video.		
<b>Knowledge &amp; Skills</b> <i>(People, Places, times and vocabulary-what the student should be able to do. What skills will they use?)</i>	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <b>Vocabulary</b>  Andrew Jackson  Nicholas Biddle  Henry Clay  Daniel Webster  Martin Van Buren  John Quincy Adams  Roger B. Taney  Election of 1832  Second Bank of the United States </td> <td style="width: 50%; vertical-align: top;"> <b>Skills</b>  <b>Form opinions based on critical examination of relevant information</b> </td> </tr> </table>	<b>Vocabulary</b> Andrew Jackson Nicholas Biddle Henry Clay Daniel Webster Martin Van Buren John Quincy Adams Roger B. Taney Election of 1832 Second Bank of the United States	<b>Skills</b> <b>Form opinions based on critical examination of relevant information</b>
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<b>Lesson Methodology</b> <i>(How will you conduct the lesson; activities...?)</i>			

<b>Assessment Evidence:</b> <i>What evidence will show that students met the learning goal?</i>
<b>Traditional Assessment (Quizzes, Test, Selected Responses)</b> The students will have an essay question that will explain Jackson's reasons for wanting to destroy the bank and analyze the effect of the bank's destruction on the U.S. economy.
<b>Portfolio Assessment</b>
The student will keep a journal assuming the role of either Andrew Jackson or Nicholas Biddle or Henry Clay and describe their feelings about the bank.
<b>Authentic Assessment</b> ( <i>Performance Tasks, Rubrics, Projects, Dialogues, Portfolio, etc.,</i> )
The students will see images of people involved in the fight between Jackson and the bank and determine their relationship. They will also take notes on lectures about the banking crisis and turn the notes in to check accuracy.
<b>Student Self-Assessment</b>
The student will exhibit knowledge of the material by explaining relationships to another student. Each student will take a particular relationship to explain(i.e. J.Q. Adam/Clay/Jackson or Jackson/Biddle/Clay) in a Kagen setting
<b>Differentiation Associated with this unit</b>
Advanced Students: Will write a position paper explaining banking operations and analyzing the benefits and drawbacks of national banks. Challenged Students: Will have more emphasis on the pictures of the players and the journals. Adjustments will be made on depth of answers on test and reports.
<b>Resources and instructional tools:</b> ( <i>Including Video Sources, Text Resources, Research Strategy</i> ) <b>Video ANDREW JACKSON: GOOD, EVIL AND THE PRESIDENCY, Image results for andrew jackson and the national bank-Report images(on Google), <a href="http://www.civill-liberties.com/cases/bankveto.html">www.civill-liberties.com/cases/bankveto.html</a></b>