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| Teacher: Rod Bickel | | |
| Title: The Jackson Era: Two Party System Subject: U. S. History | | |
| Topics: The Two Party System | | Grade: 11th |
| Lesson Duration: | | School: La Junta High School |
| Education Designs Lesson/ Unit Plan | | |
| Lesson Summary: <i>(A short 3-5 sentence summary of the lesson and how it will be delivered)</i> | This lesson identifies the two party political system during Andrew Jackson's Administration. Students will understand how the two party system evolved and why it is still in use today. Students will use the textbook or an online source to answer questions from the activity. | |
| National Standards for History Era: Link | Era 4 Standard 3: The extension, restriction, and reorganization of political democracy after 1800 | |
| Standard(s): <i>State, Local or National</i> | 2.2 Students know how to interpret and evaluate primary and secondary sources of historical information. 2.3 Students apply knowledge of the past to analyze present-day issues and events from multiple, historically objective perspectives. | |
| Themes/Concept: | Students understand how a two party system began and why it is still prevalent today. | |
| Essential questions (2-5 questions) <i>(What you want the students to know)</i> | Identify the three critical factors that contributed to the two party systems. Identify at least two benefits of the two party systems. Explain the problems of a one party system. | |
| Elements <i>(What you want the students to understand)</i> | The benefits of a multi-party system can offer more choices and more opinions. | |
| Launch Activity (Hook) | Warm-Up: List five modern political figures on the board. Ask the students to identify the party each person belongs to. Go over with students the basic platform of each party. | |
| Knowledge & Skills <i>(People, Places, times and vocabulary-what the student should be able to do. What skills will they use?)</i> | <u>Vocabulary</u> | <u>Skills</u> Research Reading Drawing Inference Critical Thinking |
| Lesson Methodology <i>(How will you conduct the lesson; activities...?)</i> | | |
| 1. Identify: Andrew Jackson, John Quincy Adams, and Henry Clay. 2. What role did each play in the election of 1824? Explain the Panic of 1819. 3. Use the textbook or online information to find the answer. Use the digital history | | |

website to research the three factors that contributed to the two party systems.
http://www.digitalhistory.uh.edu/database/article_display.cfm?HHID=635

This activity can be done also as a class group where students complete the identifications and answer the questions in a class format. No home work need be turned in. The teacher could grade the discussion if they so choose.

Assessment Evidence: *What evidence will show that students met the learning goal?*

Oral discussion with an interactive dialog between teacher and other students.
No traditional assessment is needed for this activity as it introduces concepts that will be revisited in government.

Students could make posters, or the teacher could develop a quiz if needed.

Portfolio Assessment

None

Authentic Assessment (*Performance Tasks, Rubrics, Projects, Dialogues, Portfolio, etc.,*)

None

Student Self-Assessment

Heterogeneous grouping of students. Students will be divided into groups using a deck of cards.

Differentiation Associated with this unit

Challenged Students: Pair them with a more capable student during the researching of the questions, and have them fill out a three column graphic organizer to keep the three factors organized.

Gifted Students: May take this activity one step further by researching a country with multiple parties, such as Germany, and identify some of the problems and benefits of that system.

Resources and instructional tools: (*Including Video Sources, Text Resources, Research Strategy*)
Digital History website