

Teacher: Rod Bickel			
Title: Making Judgments: John D. Rockefeller		Subject: U. S. History	
Topics: The Two Party System		Grade: 11th	
Lesson Duration: 1-45 min. period		School: La Junta High School	
Education Designs Lesson/ Unit Plan			
<b>Lesson Summary:</b> <i>(A short 3-5 sentence summary of the lesson and how it will be delivered)</i>	This lesson identifies the two party political systems during Andrew Jackson's Administration. Students will understand how the two party systems evolved and why it is still in use today. Students will use the textbook or an online source to answer questions from the activity.		
<b>National Standards for History Era:</b> <a href="#">Link</a>	<b>Era 4</b> <b>Standard 3</b> The extension, restriction, and reorganization of political democracy after 1800		
<b>Standard(s):</b> <b>Colorado</b> <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.		
<b>Themes/Concept:</b>	Students understand how a two party system began and why it is still prevalent today.		
<b>Essential questions (2-5 questions)</b> <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.		
<b>Elements</b> <i>(What you want the students to understand)</i>	The benefits of a multi-party system can offer more choices and more opinions.		
<b>Launch Activity (Hook)</b>	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.		
<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>	<u>Vocabulary</u> Two Party System  <u>Events</u> Election of 1824 Panic of 1819	<u>People</u> Andrew Jackson John Quincy Adams Henry Clay	<u>Skills</u> Research Reading Drawing Inference Critical Thinking
Lesson Methodology <i>(How will you conduct the lesson; activities...?)</i>			
After completion and discussion of the Warm-up hand out a copy of the reading from the			

“Digital History” website. Break the students into heterogeneous groups of two or three. Write the three main questions on the board. Have each member of the group read to answer a specific question. After they complete the reading each group member must take turns reading their answer to the other group members. The teacher will then bring the class together and choose different groups to share their answers with the class in a class discussion format.

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](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**

A short essay could be written answering each of the three questions. Also an essay could be written about one of the events from the point of view of one of the three main figures involved.

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

Students can create a power point that answers the questions and find corresponding documents to support their information.

**Student Self-Assessment**

Heterogeneous grouping of students. Students will be divided into groups using a deck of cards. Each person will choose a person or event to research and become a group expert and re-teach the concept back to the group.

**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