

**Domain-Based Unit Overview**

**Title of Domain: Early Presidents, Grade 4**

**Learning Time: 11 days**

**Big Idea**

*Early developments in U.S. history were the two-party system, the president's Cabinet, and the Louisiana Purchase. (CKHG, p.73)*

**What Students Need to Learn (CK Handbook, p.75)**

- The definitions of Cabinet and administration
- George Washington as first president and John Adams as vice president
- John Adams, second president, and Abigail Adams
- National capital at Washington, D.C.
- Growth of political parties, including the different visions for the future of the United States as an agricultural or industrial society, held by Thomas Jefferson and Alexander Hamilton, and modern-day system (two main parties include Democrats and Republicans; Independents)
- Thomas Jefferson, third president - Correspondence with Benjamin Banneker - Multifaceted leader (architect, inventor, musician, etc.) - The Louisiana Purchase doubled the country's size and gained control of the Mississippi River.
- James Madison, fourth president, and the War of 1812
- James Monroe, fifth president, and the Monroe Doctrine
- John Quincy Adams, sixth president
- Andrew Jackson, seventh president, including his popularity as a military hero in the Battle of New Orleans in the War of 1812, presidency of "the common man," and the Native American removal policies

**MN Academic Standards**

N/A

**Pre-Assessment**

- Students will be given 5 minutes for a quick write in small groups
  - They will try to name as many presidents as they can

<b>Domain Lesson 1</b>	“Washington Becomes President” (CKHG, p.20)
<b>MN Academic Standards</b>	N/A
<b>Objectives</b>	<ul style="list-style-type: none"> <li>● I can describe George Washington’s service to the thirteen colonies. (RI.4.2)</li> <li>● I can summarize why George Washington became the first president. (RI.4.2)</li> <li>● I can describe the first Inauguration Day in the United States. (RI.4.3)</li> <li>● I can understand the meaning of the following domain-specific vocabulary: resignation, republic, serve, delegate, Articles of Confederation, ratify, and oath of office. (RI.4.4)</li> </ul>
<b>Vocabulary</b>	Resignation, republic, serve, delegate, Articles of Confederation, ratify, and oath of office
<b>Procedure</b>	<ul style="list-style-type: none"> <li>● Introduce the Reader</li> <li>● Read Chapter 1 - pgs. 2-6 <ul style="list-style-type: none"> <li>○ Pause frequently for oral discussion</li> </ul> </li> <li>● Review timeline cards</li> <li>● Students answer Big Question in essay form: Why was George Washington chosen to be the first president of the United States?</li> <li>● Virtual Tour of Mount Vernon - Online Resources</li> </ul>
<b>Poetry</b>	<i>If Applicable</i>
<b>Nonfiction</b>	<i>Early Presidents and Social Reformers</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<b>Domain Lesson 2</b>	“The First Year” (CKHG, p. 27)
<b>MN Academic Standards</b>	N/A
<b>Objectives</b>	<ul style="list-style-type: none"> <li>● Describe the precedents Congress and the president established in the first year. (RI.4.3)</li> <li>● Summarize the Bill of Rights passed by Congress in the first year. (RI.4.2)</li> </ul>

	<ul style="list-style-type: none"> <li>● Describe what the president’s Cabinet is. (RI.4.3)</li> <li>● Explain that John Adams served as the first vice president. (RI.4.2)</li> <li>● Understand the meaning of the following domain-specific vocabulary: precedent, legislative, judicial, executive, tax, and Bill of Rights. (RI.4.4)</li> </ul>
<b>Vocabulary</b>	precedent, legislative, judicial, executive, tax, and Bill of Rights
<b>Procedure</b>	<ul style="list-style-type: none"> <li>● Read Chapter 2 - pgs. 8-13 <ul style="list-style-type: none"> <li>○ Pause frequently for oral discussion</li> </ul> </li> <li>● Review timeline cards</li> <li>● Students answer Big Question in essay form: “What steps did the First Congress take to help establish a more organized system of government?”</li> <li>● List positions of the president’s Cabinet and have students pair up to research each position. <ul style="list-style-type: none"> <li>○ Students present what they learned</li> </ul> </li> </ul>
<b>Poetry</b>	<i>If Applicable</i>
<b>Nonfiction</b>	<i>Early Presidents and Social Reformers</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

  

<b>Domain Lesson 3</b>	“Hamilton and Jefferson” (CKHG, p. 33)
<b>MN Academic Standards</b>	N/A
<b>Objectives</b>	<ul style="list-style-type: none"> <li>● Compare the ideas of Hamilton and Jefferson. (RI.4.2)</li> <li>● Describe the development of political parties, including the present-day system that has two main parties (Democrats and Republicans), as well as Independents. (RI.4.2)</li> <li>● Summarize the Whiskey Rebellion, including the response of the new government. (RI.4.2)</li> <li>● Understand the meaning of the following domain-specific vocabulary: administration, diverse, stable, currency, vote, and frontier. (RI.4.4)</li> </ul>
<b>Vocabulary</b>	administration, diverse, stable, currency, vote, and frontier

<b>Procedure</b>	<ul style="list-style-type: none"> <li>● Read Chapter 3 - pgs. 66-71</li> <li>● Review timeline cards</li> <li>● Students answer Big Question in essay form: How did trade help spread ideas?</li> </ul>
<b>Poetry</b>	<i>If Applicable</i>
<b>Nonfiction</b>	<i>Early Presidents and Social Reformers</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<b>Domain Lesson 4</b>	“The First Adams” - Page 40
<b>MN Academic Standards</b>	N/A
<b>Objectives</b>	<ul style="list-style-type: none"> <li>● Describe how John Adams became the second president</li> <li>● Explain why Adams kept the United States out of war between Great Britain and France.</li> <li>● Understand the meaning of the meaning of the following domain-specific vocabulary</li> </ul>
<b>Vocabulary</b>	Moral
<b>Procedure</b>	<ul style="list-style-type: none"> <li>● Review the big question: “Why was John Adams an unpopular president?”</li> <li>● Read Chapter 4 - pgs. 22-27 <ul style="list-style-type: none"> <li>○ Pause frequently for oral discussion</li> </ul> </li> <li>● Review timeline cards</li> <li>● Students answer the Big Question in essay form: “Why was John Adams an unpopular president?”</li> <li>● Complete AP 4.1</li> </ul> <p>**If time allows show a short video and hold a discussion to follow</p> <p><a href="http://www.coreknowledge.org/ckhg-online-resources">www.coreknowledge.org/ckhg-online-resources</a></p> <ul style="list-style-type: none"> <li>● Introduce students to Abigail Adams. Explain that she was married to John Adams and that she is a respected historical figure in her own right. Explain that the wife of a president is called “First Lady.” When John Adams became president, Abigail became First Lady.</li> </ul>

	<ul style="list-style-type: none"> <li>Show students the short video biography of Abigail Adams. After showing the video, discuss with students how Abigail was ahead of her time. Note that the education she received was unusual. It was the type of education usually given to a young man. Also at that time, women were not allowed to vote and were generally excluded from political discussions. Abigail’s political involvement— and her husband’s respect for her opinion—were unusual for the 1700s. Today, First Ladies are expected to play a role similar to the precedent established by Abigail Adams.</li> <li>Use the following questions to guide the discussion: What kind of education did Abigail have? What about Abigail impressed John Adams when they met? What do John and Abigail’s letters to each other show? How was Abigail “bold”?</li> </ul>
<b>Poetry</b>	<i>If Applicable</i>
<b>Nonfiction</b>	<i>Early Presidents and Social Reformers</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<b>Domain Lesson 5</b>	“A New Capital for the New Nation” - Pg. 46
<b>MN Academic Standards</b>	N/A
<b>Objectives</b>	<ul style="list-style-type: none"> <li>I can identify Washington, D.C., as the national capital. (RI.4.1)</li> <li>I can summarize how the capital came to be located near Virginia and Maryland. (RI.4.2)</li> <li>I can describe the design of the city and its government buildings. (RI.4.2)</li> <li>I can describe First Lady Abigail Adams’s impression of the White House and hopes for the new nation. (RI.4.2)</li> <li>I can understand the meaning of the following domain-specific vocabulary: surveyor, architect, boardinghouse, and furnace. (RI.4.4)</li> </ul>
<b>Vocabulary</b>	Surveyor, architect, boardinghouse, and furnace
<b>Procedure</b>	<ul style="list-style-type: none"> <li>Read Chapter 5, pages 28-35 <ul style="list-style-type: none"> <li>Pause frequently for oral discussion</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>● Review timeline cards</li> <li>● Students answer the Big Question in essay form: How did Washington, D.C. become the capital of the United States?</li> <li>● Complete AP 5.1</li> </ul>
<b>Poetry</b>	<i>If Applicable</i>
<b>Nonfiction</b>	<i>Early Presidents and Social Reformers</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<b>Domain Lesson 6</b>	“The Many-Sided Jefferson” (CKHG, p. 52)
<b>MN Academic Standards</b>	N/A
<b>Objectives</b>	<ul style="list-style-type: none"> <li>● Summarize the election of 1800. (RI.4.3)</li> <li>● Describe Thomas Jefferson. (RI.4.2)</li> <li>● Explain how the Louisiana Purchase happened. (RI.4.3)</li> <li>● Understand the meaning of the following domain-specific vocabulary: Electoral College, philosopher, and unalienable. (RI.4.4)</li> </ul>
<b>Vocabulary</b>	Electoral College, philosopher, unalienable
<b>Procedure</b>	<ul style="list-style-type: none"> <li>● Read Chapter 6 - pgs. 36-45 <ul style="list-style-type: none"> <li>○ Pause frequently for oral discussion</li> </ul> </li> <li>● Review timeline cards</li> <li>● Students answer the Big Question in essay form: “What important changes did Thomas Jefferson make to the country during his presidency?”</li> <li>● Complete AP 6.1</li> <li>● Complete AP 6.2</li> <li>● Complete AP 6.3</li> </ul>
<b>Poetry</b>	<i>If Applicable</i>
<b>Nonfiction</b>	<i>Early Presidents and Social Reformers</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>

<b>Writing</b>	<i>If Applicable</i>
<b>Domain Lesson 7</b>	“Mr. Madison’s War” (pg. 60)
<b>MN Academic Standards</b>	N/A
<b>Objectives</b>	<ul style="list-style-type: none"> <li>● Summarize Jefferson’s policy regarding Britain and France. (RI.4.2)</li> <li>● Explain why the United States went to war against Great Britain. (RI.4.2)</li> <li>● Summarize the events of the War of 1812. (RI.4.3)</li> <li>● Identify Madison’s contributions to the United States before and while he was president. (RI.4.2)</li> <li>● Understand the meaning of the following domain-specific vocabulary: merchant ship, impressment, embargo, secretary of state, militia, rampart, and frontiersmen. (RI.4.4)</li> </ul>
<b>Vocabulary</b>	merchant ship, impressment, embargo, secretary of state, militia, rampart, and frontiersmen
<b>Procedure</b>	<ul style="list-style-type: none"> <li>● Read Chapter 7 - pgs. 46-57 <ul style="list-style-type: none"> <li>○ Pause frequently for oral discussion</li> </ul> </li> <li>● Review timeline cards</li> <li>● Students answer Big Question in essay form: “Why did the United States go to war with Britain in 1812”</li> <li>● Distribute AP 7.2 - read and discuss why students think this poem became our national anthem</li> </ul>
<b>Poetry</b>	<i>If Applicable</i>
<b>Nonfiction</b>	<i>Early Presidents and Social Reformers</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>
<b>Domain Lesson 8</b>	“Monroe and the Second Adams” (CKHG, pg. 68)
<b>MN Academic Standards</b>	N/A

<b>Objectives</b>	<ul style="list-style-type: none"> <li>● I can explain Monroe’s foreign policy and the Monroe Doctrine. (RI.4.2)</li> <li>● I can summarize John Quincy Adams’s presidency. (RI.4.2)</li> <li>● I can understand the meaning of the following domain-specific vocabulary: Monroe Doctrine; and of the phrase “colonial empire.” (RI.4.4)</li> </ul>
<b>Vocabulary</b>	Monroe Doctrine; and of the phrase “colonial empire.”
<b>Procedure</b>	<ul style="list-style-type: none"> <li>● Read Chapter 8 - pgs. 58-65 <ul style="list-style-type: none"> <li>○ Pause frequently for oral discussion</li> </ul> </li> <li>● Review timeline cards</li> <li>● Students answer the Big Question in essay form: Why did James Monroe put the Monroe Doctrine in place?</li> </ul>
<b>Poetry</b>	<i>If Applicable</i>
<b>Nonfiction</b>	<i>Early Presidents and Social Reformers</i>
<b>Saying and Phrases</b>	Colonial Empire
<b>Writing</b>	<i>If Applicable</i>

<b>Domain Lesson 9</b>	“Jackson and the Common Man” (CKHG, pg. 73)
<b>MN Academic Standards</b>	N/A
<b>Objectives</b>	<ul style="list-style-type: none"> <li>● Describe Jackson’s election and its importance, including his appeal to ordinary people and his image as representing “the common man.” (RI.4.3)</li> <li>● Explain Jackson’s actions regarding Native Americans. (RI.4.2)</li> <li>● Summarize America’s first seven presidents. (RI.4.2)</li> <li>● Understand the meaning of the following domain-specific vocabulary: consent and veto; and of the phrase “common man.” (RI.4.4)</li> </ul>
<b>Vocabulary</b>	Consent and veto; and of the phrase “common man.”
<b>Procedure</b>	<ul style="list-style-type: none"> <li>● Read Chapter 9 - pgs. 66-73 <ul style="list-style-type: none"> <li>○ Pause frequently for oral discussion</li> </ul> </li> <li>● Review timeline cards</li> </ul>



	<ul style="list-style-type: none"> <li>• Students answer the Big Question in essay form: “Why was the election of Andrew Jackson important to ordinary Americans?”</li> <li>• Complete AP 9.1</li> <li>• Complete AP 9.2</li> </ul>
<b>Poetry</b>	<i>If Applicable</i>
<b>Nonfiction</b>	<i>Early Presidents and Social Reformers</i>
<b>Saying and Phrases</b>	<i>Common Man</i>
<b>Writing</b>	<i>If Applicable</i>

<b>Domain Lesson 10</b>	Review
<b>MN Academic Standards</b>	N/A
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Show what I know about Early Presidents by answering questions correctly</li> <li>• identify the meaning of domain specific vocabulary.</li> </ul>
<b>Vocabulary</b>	Branches of Government, Constitution, operate, Whiskey Rebellion, Enslaved workers, Govern, Taes, Louisiana Purchase, impressment, Indian Removal Act, privileged
<b>Procedure</b>	<ul style="list-style-type: none"> <li>• Students participate in a jeopardy style review of content.</li> </ul>
<b>Poetry</b>	<i>If Applicable</i>
<b>Nonfiction</b>	<i>Early Presidents and Social Reformers</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<b>Domain Lesson 11</b>	Test
<b>MN Academic Standards</b>	N/A

<b>Objectives</b>	<ul style="list-style-type: none"> <li>● Show what I know about Early Presidents by answering questions correctly</li> <li>● Identify the meaning of domain specific vocabulary.</li> </ul>
<b>Vocabulary</b>	Branches of Government, Constitution, operate, Whiskey Rebellion, Enslaved workers, Govern, Taes, Louisiana Purchase, impressment,
<b>Procedure</b>	<ul style="list-style-type: none"> <li>● Students complete Early Presidents Assessment</li> </ul>
<b>Poetry</b>	<i>If Applicable</i>
<b>Nonfiction</b>	<i>Early Presidents and Social Reformers</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<u><b>Cross-Curricular Connections</b></u>	
<b>Art</b>	<ul style="list-style-type: none"> <li>●</li> </ul>
<b>Media</b>	<ul style="list-style-type: none"> <li>● Read and discuss “George Washington: The Man Who Would Not Be King,” “George Washington (Harness),” “I Am George Washington,” “George Washington, Spymaster,” “Take the Lead, George Washington,” “Sleds on Boston Common: A Story From the American Revolution,” “If You Lived at the Time of the American Revolution,” “Heroes of the Revolution,” “Let’s Play Soldier, George Washington,” “Road to Revolution!,” “The Fighting Ground (Avi),” “The Louisiana Purchase (Schlaepfer),” “Those Rebels, John &amp; Tom,” “Worst of Friends,” “If You Were There When They Signed the Constitution,” “Magic Tree House: Revolutionary War on Wednesday”</li> </ul>
<b>Music</b>	<ul style="list-style-type: none"> <li>● American Revolution <ul style="list-style-type: none"> <li>○ Yankee Doodle (1st CK)</li> </ul> </li> <li>● War of 1812 <ul style="list-style-type: none"> <li>○ The Star Spangled Banner (2nd CK)</li> </ul> </li> <li>● Patriotic <ul style="list-style-type: none"> <li>○ America the Beautiful (1st CK)</li> <li>○ This Land is Your Land (2nd CK)</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Sousa's <i>Stars and Stripes Forever</i> (3rd CK)</li> <li>○ America (My Country 'tis of Thee) (3rd CK)</li> <li>○ You're a Grand Old Flag (3rd CK)</li> <li>○ Songs of the Armed Forces (4th CK) <ul style="list-style-type: none"> <li>■ Taps</li> <li>■ Air Force Song</li> <li>■ Anchors Aweigh</li> <li>■ The Army Goes Rolling Along</li> <li>■ The Marine's Hymn</li> </ul> </li> <li>○ Battle Hymn of the Republic (5th CK)</li> <li>○ God Bless America (5th CK)</li> </ul>
<b>P.E.</b>	<ul style="list-style-type: none"> <li>● Jump Rope, Tinikling, Dance</li> </ul>