**Lesson Plan Template**

Author’s Name: Emma Baker

Lesson Title: The Election of 1800 and Our Love of the Constitution

Grade Level: American Government, grades 11-12

Compelling Question: How was the election of 1800 a turning point for the United States?

**Lesson Foundations**

|  |  |  |  |
| --- | --- | --- | --- |
| Content Standards | AG5. As the supreme law of the land, the U.S. Constitution incorporates basic principles that help define the government of the United States as a federal republic including its structure, powers and relationship with the governed.  AG7. Constitutional government in the United States has changed over time as a result of amendments to the U.S. Constitution, Supreme Court decisions, legislation and informal practices. | | |
| Learning Objective(s) | [LO1] SWBAT define the crucial aspects of the election of 1800 that changed the way we see the Constitution.  [LO2] SWBAT analyze the ways the election of 1800 impacts how we elect the President today. | Assessment(s)  Include LO being addressed | A1: Opener quiz [LO1]  A2: Checks for understanding [LO1 and LO2]  A3: Jigsaw groups [LO1 and LO2]  A4: Closer free-write [LO2] |
| Materials & Resources | How We Learned to Love the Constitution:  <https://origins.osu.edu/history-news/how-we-learned-love-constitution>  Various Images/Excerpts from the Library of Congress Election of 1800 Exhibit:  <https://www.loc.gov/exhibits/creating-the-united-states/election-of-1800.html>  Library of Congress Resource Guide for the Election of 1800:  <https://www.loc.gov/rr/program/bib/elections/election1800.html#:~:text=%22Democratic%2DRepublican%20Thomas%20Jefferson%20defeated,vice%20president%20on%20their%20ballots>.  Tally of Electoral Votes for the 1800 Presidential Election:  https://www.archives.gov/legislative/features/1800-election/1800-election.html  12th Amendment  <https://www.archives.gov/historical-docs/todays-doc/index.html?dod-date=1209#:~:text=Passed%20by%20Congress%20December%209,controversial%20Presidential%20Election%20of%201800>. | | |

**Instructional Procedures/Steps**

|  |  |
| --- | --- |
| Opening  \_\_\_\_\_10\_\_\_\_\_ Minutes | For the opening, the students will take a short quiz asking them about the election of 1800. This quiz will ask if students are aware of how this election changed the constitution. It will ask them about the 12th amendment and gauge their understanding.  This lesson likely will follow a lesson about the amendments, so students should have a basic understanding of what the amendment is. Therefore, this opening quiz will prompt students to remember the content that they have just learned.  After the quiz, the teacher will conduct and facilitate a small discussion over the answers to the quiz. This will include asking students what their answers were and determining if there are any common areas of confusion. The teacher will then ask some extension questions including:  How did the election of 1800 change how we elect our officials?  Why did the electoral system change after this election?  What makes this election an important historical event? What does this tell us about why history is important?  Note: Part of this discussion should include how the American political structure has changed over time. This history is evidence of the strategies that Americans can use to change their political future as in the past.  Students will answer for about 5 minutes and then the teacher will collect the opener quizzes. Following this collection, the teacher will transition into the instruction section of the lesson. |
| Instruction  \_\_\_\_\_\_45\_\_\_\_ Minutes | The teacher will pass out a worksheet to each student in the class. On the front of the worksheet, there will be a number. The students are to get with the group that shares their number first. There will be 5-6 groups of 4-5 students. In this group, the students will dive into one of the sources provided. They will answer the questions on the worksheet that ask them to identify, analyze, and conclude. These groups will talk for 10-15 minutes and complete the front of their worksheets.  These original groups will focus on the sources following:   1. Origin’s article “How We Learned to Love the Constitution” 2. Library of Congress Election of 1800 Exhibit 3. Library of Congress Resource Guide for the Election of 1800 4. Tally of Electoral Votes for the 1800 Presidential Election: 5. 12th Amendment   If a sixth group is needed, the Origins article source can be split into two groups.  Then, students will flip their worksheets over where there will be a letter. They will then get with their group that shares the same letter as them. This group will have the same number of students but will include a representative from each of the original groups. The students will work in this new group to fill in the back of their worksheet. This will include each representative talking about what their group found in the source and what big ideas and conclusions they came to. These new groups will also talk for ~15 dependent on giving each student a chance to talk.  Following this, students will go back to their original expert groups with their worksheet completed. The teacher will conduct a short discussion on the content of the activity and the sources. The teacher will ask extension questions and ask students to think critically about the source they looked at and the ones they heard about from their peers.  This discussion will last 5-10 minutes and will allow the students to make sure they have the same information as their peers. It will also allow them to talk to each other and discuss the big ideas that they found from the sources. The teacher should hear from each expert group. The teacher will ask a selection of the following questions:  How did your source show the historical impact of the election?  How did your source use images/text to enhance this message?  How did your peers communicate the importance of their source to you? How did your source show how history was changed?  How was your source impacted by the election? Or how did your source describe the election and the impact it would have? |
| Closure  \_\_\_\_\_5\_\_\_\_\_ Minutes | Students will spend time answering the compelling question for the closure. They will be expected to use evidence from their expert group source to answer. They are also expected to extend their thinking into the present day. Students will take 5-10 minutes to answer the following question:  How was the election of 1800 a turning point for the United States and how does it impact our elections today?  The teacher will collect these exit slips for an assessment of how students understand the election of 1800 and its impact today. |
| Accommodations/ Enrichment | Accommodations will include:   * Differentiated sources for students who need support with reading comprehension * Sentence starters and word banks where appropriate on worksheet/exit slip * Removed answer choices from the entrance quiz to assist with comprehension * Intentional grouping of students with other students who can support their learning * Extension question slips to give to students who finish their work early * Extra short answer question on the quiz for students who finish and can work on the extension |