

## UNIT 3 LEARNING EXPECTATIONS

1. This document is a summation of what you need to master for the Unit Test.
2. Review the overview below and be able to answer the questions as we analyze the Unit.
3. Quizzes and Exit Ticket Assessments that will align with the overview below.
  - a. This is a Study Resource.
  - b. This can be used to assist in completing your Do Now.
  - c. **INCORPORATE LEARNED INFORMATION WITHIN YOUR EXIT TICKETS**
4. Your answers need to incorporate Perspectives and ISPICE.

INQUIRY ARC	WHEN SHOULD A PRESIDENT BE IMPEACHED?
<p><b>Purpose For Learning</b></p> <p><i>How to connect the unit to being successful and achieving your goals.</i></p> <ol style="list-style-type: none"> <li>1. Are relationships more important than your goals?</li> <li>2. How can you balance relationships while achieving your goals?</li> <li>3. What are your ideals you will not compromise for your goals?</li> </ol>	<p>In Unit 3, students learned about the debates behind the creation of the Constitution and studied its principles. In this unit, students investigate the Early Republic period under its new Constitution through a socio-political lens, focusing on early presidents and daily life in the United States. They read significant speeches and presidential correspondences to inform their understanding of key events. By reading historical speeches and examining events of the new nation, students address the inquiry arc - <b>When should presidents be impeached?</b> Students learn that America's first presidents set many precedents as the Constitution was put to the test for the first time such as George Washington's use of executive and national power, his warnings about political parties and to stay out of foreign affairs. Jefferson expanded the power of the national government with his Louisiana Purchase. President Jackson is a hotly debated historical figure whose legacy involves doing much for the common man, but also involves actions that are today viewed as an abuse of power. Students analyze primary sources from the time period and compare actions of past presidents to current events making a claim for when presidents should be impeached. They participate in an impeachment trial and write an op-ed (argumentative writing) for or against impeachment of one of the presidents under study citing primary sources and the Constitution.</p> <p>As you pursue your dreams, should limits be placed on how you achieve your goals? Presidents have to run the nation based on the Constitution but what about you? What do you base your decisions and actions on? Will you abide by them when you are asked to compromise your goals and or your ideals?</p>
<b>Unit 4 – PRESIDENTS AND PRECEDENTS: THE NEW NATION</b>	
<p><b>Big Ideas (Main Ideas)</b></p> <ul style="list-style-type: none"> <li>• America's first presidents set many precedents as the Constitution was put to the test for the first time.</li> <li>• George Washington set many precedents including his use of executive and national power, his warnings about political parties and to stay out of foreign affairs.</li> <li>• Jefferson expanded the power of the national government with his Louisiana Purchase.</li> <li>• President Jackson is a hotly debated historical figure whose legacy involves doing much for the common man, but also involves actions that are today viewed as an abuse of power</li> </ul>	

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DC Content Power Standards	Compelling Questions	Supporting Questions
<b>Use the italicized questions to answer the DC Content Power Standards.</b>		
<p><b>8.5.1:</b> Explain the policy significance of famous speeches (e.g., Washington’s farewell address, Jefferson’s 1801 inaugural address).</p> <p><i>Explain through ISPICE and Perspectives how the American Revolution is connected with the Constitution.</i></p>	<p><b>CQ1:</b> Should a President be impeached for not wanting the job?</p> <p><i>What does impeach mean? Can a president be impeached and stay in office?</i></p> <p><i>Why are these definitions so important when it comes to establishing laws?</i></p> <p><b>How does checks and balances, rule of law and limited government play a role in impeaching a president?</b></p>	<p><b>SQ1:</b> What were Washington’s beliefs about the presidency when he entered office?</p>
		<p><b>SQ2:</b> What were Washington's beliefs about the presidency when he exited office?</p>
		<p><b>SQ3:</b> How did Washington shape the presidency?</p>
<p><b>8.9.2:</b> Describe the election of Andrew Jackson as president in 1828, the importance of Jacksonian democracy, and his actions as president (e.g., the spoils system, veto of the National Bank, and opposition to the Supreme Court).</p> <p><i>Explain the difference of state vs. federal power, how slavery was settled, and how state and individual citizen rights were handled.</i></p>	<p><b>CQ2:</b> Should a President be impeached for being a hypocrite?</p> <p><i>What is the definition of hypocrite?</i></p> <p><i>Before answering this question think about the different perspectives, ISPICE, and the concept of Equity vs. Progress in which government leaders have to consider while leading.</i></p> <p><b>How can following the Constitution and Declaration of Independence create hypocrisy?</b></p>	<p><b>SQ4:</b> What were Jefferson's beliefs about the role of government?</p>
		<p><b>SQ5:</b> What were Jefferson's beliefs about equality?</p>

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<p><b>8.9.2:</b> Describe the election of Andrew Jackson as president in 1828, the importance of Jacksonian democracy, and his actions as president (e.g., the spoils system, veto of the National Bank, and opposition to the Supreme Court).</p> <p><i>Use ISPICE and Perspectives to complete your answer</i></p>	<p>CQ3: Should a President be impeached for acting like a king?</p> <p><i>Use ISPICE and Perspectives to complete your answer. Think about today and how well the Constitution and the Declaration of Independence is performing.</i></p> <p>The Constitution does not allow for a king, so is “acting” good enough to be impeached?</p>	<p>SQ6: How did Andrew Jackson change the Presidency?</p> <p>SQ7: Why did Jackson go to war with the National Bank?</p>
<p><b>Unit Performance Task</b></p>	<p>Students will review the sources and details gathered throughout this unit to answer the questions, “When should a President be impeached?” Students will review the sources and details gathered throughout this unit to answer the questions, “When should a President be impeached?” Students will be asked to determine, based on their understanding of the impeachment process if, and/or when impeachable offenses occurred during the Washington, Jefferson, and Jackson administrations. In answering the compelling question students will cite relevant speeches and primary sources from the time period as well as the Constitution to support their opinion. <b>Option:</b> Students can participate in an impeachment trial for one of the presidents studied to inform their opinions on the role of impeachment in our democracy.</p>	