

Presidential Jigsaw

| <u>Future Ready Skills</u> | <u>High Yield Strategy</u> | <u>Literacy Strategy</u> | <u>Lesson also found in Canvas</u> |
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| Collaboration, Connect | Jigsaw | | Presidents Landing Page (For research) |

TEKS

8.1 History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to:

(B) explain the significance of the following dates: 1607, founding of Jamestown; 1620, arrival of the Pilgrims and signing of the Mayflower Compact; 1776, adoption of the Declaration of Independence; 1787, writing of the U. S. Constitution; **1803, the Louisiana Purchase**; and 1861-1865, Civil War.

***8.5 History.** The student understands the challenges confronted by the government and its leaders in the early years of the republic and the Age of Jackson. The student is expected to:

*(A) describe major domestic problems faced by the leaders of the new republic , including maintaining national security, creating a stable economic system, and setting up the court system

(B) summarize arguments regarding protective tariffs, taxation, and the banking system.

*(C) explain the origin and development of American political parties.

(D) explain the causes, important events, and effects of the War of 1812.

*(E) identify the foreign policies of presidents Washington through Monroe and explain the impact of Washington's Farewell Address and the Monroe Doctrine.

8.6 History. The student understands westward expansion and its effects on the political, economic, and social development of the nation. The student is expected to:

(B) analyze the westward growth of the nation , including the Louisiana Purchase and Manifest Destiny

8.10 Geography. The student understands the locations and characteristics of places and regions of the United States, past and present. The student is expected to:

(A) locate places and regions directly related to major eras and turning points in the United States during the 17th, 18th, and 19th centuries

8.11 Geography. The student understands the physical characteristics of North America and how humans adapted to and modified the environment through the mid-19th century. The student is expected to:

(A) analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States

8.13 Economics. The student understands how various economic forces resulted in the Industrial Revolution in the 19th century. The student is expected to:

(A) analyze the economic effects of the War of 1812

8.14 Economics. The student understands the origins and development of the free enterprise system in the United States. The student is expected to:

(A) explain why a free enterprise system of economics developed in the new nation, including minimal government regulation, taxation, and property rights.

(B) describe the characteristics and the benefits of the U. S. free enterprise system through 1877.

8.20 Citizenship. The student understands the importance of voluntary individual participation in the democratic process. The student is expected to:

(A) evaluate the contributions of the Founding Fathers as models of civic virtue.

8.21 Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to:

(A) identify different points of view of political parties and interest groups on important historical issues.

8.22 Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:

(A) analyze the leadership qualities of elected and appointed leaders of the United States such as **George Washington**, John Marshall, and Abraham Lincoln.

Learning Objective

I can describe major foreign and domestic issues faced by the presidents of the early Republic by completing a jigsaw bookend lesson.

Materials

- [Agency Goal Setting Rubric/ Sticker Page](#) (one per student)
 - [Presidents Research paper](#) (One per student)
 - [Presidents research landing page](#) (Canvas)-you can then link the President research slides to each tile.
 - [Stickers](#) (one copy per student when they show mastery-can use images to create badges and use badges instead of printing if you prefer)
 - [Choice Board](#) (one copy per student)
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Teaching Strategy

Day One- Three:

1. Students will receive an agency rubric and rate themselves on the rubric in the two rows on "tackling and monitoring learning." They will set their goals as to where they want to be by the end of this project and know the dates that we are monitoring progress. (Day 1)
2. Students will practice the process of a Jigsaw with Washington. They will research Washington individually for two days.

Day Four- Five:

1. The students will use their research and combine forces with their family table to create a "mini expert group." They will compare research and see who found what information where. Sentence stems will be provided for this day to get conversations started. (i.e. "I noticed that this resource had this to say about _____")
2. After they have compared research. They will interact with a Nearpod on Washington. (from Clark.)
3. They will then take an assessment on Washington to show level of learning. When they have achieved an 85% or above they will get their Washington sticker to put on their page that is worth 20 pts.

Day 6-8

1. After we start our individual research portion the kids will reassess their agency rubric and see and look at glows and grows.

2. Students will be assigned their president out of the remaining four. They stay in their family four tables to complete their individual research.

Day 9

1. Students will break up into their expert groups and compare their research. They will use sentence stems to spark the conversation if necessary.
2. They will then take an assessment on their president to show learning. Once they earn above an 85% they will be able to earn their President Merit Badge sticker. *They will not know until later that it is the same assessment their peers will take to show mastery.*

Day 10- 12

1. Students will create a presentation with their expert groups using the choice board to teach their family groups that president.
2. Before they return to their home groups the students will reassess their goal and where they are on the agency rubric.

Day 13-15

1. Students will return to their home group. In chronological order they will teach the students in their family/home group their presidents.
2. When the students have finished presenting the group discusses their key facts.
3. They can choose to take the assessment as they go or at the end of the whole jigsaw.
4. The President Expert gets to present the Merit Badge to their peers when they have shown learning to an 85% or above. They will use their gathered research to have as review materials for a summative assessment. This will be two major grades on Foreign and Domestic policy.
5. The students will then give themselves their final rating on their agency rubric. They will have a self reflection question in canvas.