**Thematic Unit**
The Antebellum Era (1781-1860): The New Nation of the USA Part 1

**Day of Year**
19

**Day Of Unit**
1 Of 14

**Grade Level**
9 to 12 and applicable to some Middle Schools/Junior High curriculums as well.

**Lesson Goal**
Students have learned about the American Revolution and the creation of the Constitution. In this lesson, students will learn about the development of the 3 Branches, Washington's first Cabinet, interpretations of the Constitution, and the Whiskey Rebellion.

**Subject**

**Prior Knowledge / Bell Ringer**
Students have learned about the American Revolution and the creation of the Constitution. The Bell Ringer deals with why we have 3 branches in our government and the formation of Washington's Cabinet.

**“I Can...” Statement #1**
I CAN explain the role of Washington's Cabinet and the differences of opinions that were present in it.

**“I Can...” Statement #2**
I CAN explain how the South mainly favored the policies of the Democratic-Republicans and how the North mainly favored the policies of the Federalist Party.

**“I Can...” Statement #3**
I CAN explain the significance of the Whiskey Rebellion.

**Common Core Standards**
2. Antebellum America a. Describe and evaluate the impacts of the First Industrial Revolution during the nineteenth century f. Compare and contrast the economic, social, and cultural differences of the North and South during the antebellum period.
### Other Standards

### Procedures / Daily Outline
1. Give the students the Bell Ringer dealing with the 3 Branches and Washington's Cabinet then review the answers. 2. Review the Presentation: Antebellum America The New Nation of the USA Part 1 as students take notes. 3. Pass out the short quiz/exit slip on the New Nation of the USA Part 1 and review it with the students. 4. Pass out the Worksheet titled The New Nation of the USA Part 1 and let the students finish the class by working on it. 5. (As an alternative to the PowerPoint, review the CONTENT READING for #2 and then proceed with items 3 and 4)

### Assessments

### Materials

### Accommodations / Special Circumstances
FULL NOTES as an alternative to the fill in the blank notes.

### Extra / Additional Resources
As an alternative to the PowerPoint, review the CONTENT READING for #2 and then proceed with items 3 and 4.

### Reflection