

Social Science Department
United States History I
May 18-22



Greetings USI Students! We hope you are safe and well with your families!
Below is the lesson plan for this week:

Content Standard:

Topic 2. Democratization and expansion [USI.T2] Evaluate the presidency of Andrew Jackson; Analyze the effects of industrial growth throughout antebellum America, and in New England, the growth of the textile and machinery industries and maritime commerce.

Practice Standard(s):

1. Develop focused questions or problem statements and conduct inquiries.
2. Organize information and data from multiple primary and secondary sources.
3. Argue or explain conclusions, using valid reasoning and evidence.

Weekly Learning Opportunities:

Andrew Jackson:

1. Changes in the Franchise
2. Jackson Policies: Inauguration and Spoils System; Indian Removal Act, Limited Government, Bank War
3. Jackson video and questions <https://www.youtube.com/watch?v=VjneHPMAEU>
4. Trail of Tears video and questions <https://www.youtube.com/watch?v=7LSkfmCj8Jg>

Industrial Revolution:

1. Mill Times video and question sheet
2. U.S. Economic Growth

Long Term Opportunities:

1. Jacksonian Democracy DBQ
2. Jackson Report Card Assessment

Additional Resources:

- **YouTube: Ultimate Guide to the Presidents - Power to the People 1824-1849**
<https://www.youtube.com/watch?v=cb155CZoMaM>
- **Newsela: Presidential Profile: Andrew Jackson**

Note to students: Your Social Science teacher will contact you with specifics regarding the above assignments in addition to strategies and recommendations for completion. Please email your teacher with specific questions and/or contact during office hours.

Presidential Profile: Andrew Jackson

By White House Historical Association, adapted by Newsela staff on 07.04.13

Word Count **921**

Level **1100L**



White House portrait of Andrew Jackson Ralph Eleaser Whiteside Earl/White House

More nearly than any president who came before him, Andrew Jackson was elected by popular vote. As president he insisted he was acting as the direct representative of the common man.

Born in a backwoods settlement in the Carolinas in 1767, he grew up in poverty and received only an irregular education. In his late teens he studied law for about two years then moved west of the Appalachians. He became an outstanding young lawyer in Tennessee. Fiercely protective of his honor, he engaged in brawls, and in a duel, killed a man who cast a serious and unjustified insult against his wife Rachel.

Early Success In Business, Politics

Jackson was successful enough to build a mansion near Nashville, which he called the Hermitage, and to own slaves. He was the first man elected from Tennessee to the House of Representatives, and he served briefly in the U.S. Senate. A major general in the War of 1812, Jackson became a national hero when he defeated the British at New Orleans. He was said to be "tough as old hickory" in battle, earning him the nickname, "Old Hickory."

He ran for president in 1824, and won the popular vote but lost the Electoral College, therefore losing the election to John Quincy Adams. The president is chosen not by who wins the most votes by the people, but by who wins the most electoral votes. The candidate who wins the most votes in a state gets all the electoral votes for that state. Some states have more electoral votes than others. The candidate who receives the majority of electoral votes in the country becomes president.

Political Divides

“Old Hickory” ran again in 1828 and finally gained the White House. Nevertheless, in his first annual message to Congress, Jackson recommended eliminating the Electoral College.

National politics began to divide into two conflicting groups, those who supported Jackson, and those who were against him. Two parties grew out of the old Republican Party — the Democratic Republicans, or Democrats, supporting Jackson; and the National Republicans, or Whigs, opposing him.

Henry Clay, Daniel Webster, and other Whig leaders proclaimed themselves defenders of popular liberties against Jackson, who they said wanted to take those liberties away from Americans. Hostile cartoonists portrayed Jackson as King Andrew I. They implied that Jackson was behaving like a European king instead of the president of a democracy.

The source of their accusations was the fact that Jackson, unlike previous presidents, did not submit to Congress in policy-making, but used his power of the veto and his party leadership to get his way. The Constitution gives the president the authority to veto, or stop, legislation from being passed by Congress. Jackson used this veto power more often than previous presidents.

Battle of The Bank

The greatest party battle centered around the Second Bank of the United States. The Second Bank was a private corporation with public duties. It handled all financial transactions for the U.S. government, and reported to Congress and the U.S. Treasury. The Federal government owned 20 percent of its capital, and was the bank's single largest stockholder. The other 80 percent was held by a few hundred wealthy Americans. When Jackson appeared hostile toward it, those who worked for the Bank fought back, throwing their power against him.

“The bank,” Jackson said, “is trying to kill me, but I will kill it!” Jackson, in vetoing the bill to let the Second Bank continue to exist, claimed that it had too much power over the economy and was not good for the country.

Jackson Takes On Tariffs

Jackson met head-on the challenge of his Vice President John C. Calhoun, who was the leader of forces trying to end a high protective tariff. The tariff was designed to protect industries in the northern United States that were being run out of business, because similar goods to theirs were being imported from overseas for lower prices. If Americans had to pay a high tax on the imported goods, it might make them buy American goods instead.

The South did not like this tariff. They were used to paying lower prices for British goods. Also, the British regularly bought cotton produced in the South. If fewer Americans bought British goods, it

would make it difficult for the British to be able to pay for Southern cotton. Calhoun was from South Carolina and strongly opposed the tariff.

When South Carolina undertook to nullify, or refuse to honor the tariff, Jackson ordered armed forces to Charleston and privately threatened to hang Calhoun. Violence seemed imminent, until Clay negotiated a compromise: the amount of the tariffs was lowered and South Carolina agreed to go along with them.

"I'll Smash Them!"

Jackson's ideas won approval from the American voters. In 1832 he ran for president again and received more than 56 percent of the popular vote and almost five times as many electoral votes as his opponent, Clay.

In January 1832, while the president was dining with friends at the White House, someone whispered to him that the Senate had rejected the nomination of Martin Van Buren as minister to England. Jackson jumped to his feet and exclaimed, "By the Eternal! I'll smash them!" So he did. His favorite, Van Buren, became vice president, and succeeded to the presidency when Jackson retired to the Hermitage, where he died in June 1845.

Adapted from the Presidents of the United States of America, 18th edition, published by the White House Historical Association, 2009.

Name: _____

USI

Changes in the Franchise (the Vote): 1828-1832

Guiding Question: *How did changes in state constitutions tend to affect the voting population?*

Background: Changes in voting qualifications and participation, the election of Andrew Jackson, and the formation of the Democratic Party all contributed to making the election of 1828 and Jackson's presidency a turning point in the evolution of the American political system.

The campaign of 1828 was a crucial event in a period that saw the development of a two-party system similar to our modern system, presidential electioneering similar to modern political campaigning, and the strengthening of the power of the executive branch.

In this lesson, you will analyze changes in voter participation and regional power, and review archival campaign documents reflecting the dawn of politics as we know it during the critical years from 1824 to 1832

Directions: In your groups, read together the excerpts from the MA and NY Constitutions and answer the following questions:

1. What was the requirement to vote in MA in 1780? _____

2. What was the requirement to vote in NY in 1777? _____

3. In what ways did the revised constitutions of Massachusetts and New York extend voting rights?

4. According to the New Jersey constitution of 1776, who could vote? _____

In 1807? _____

In 1844? _____

5. In both 1807 and 1844 Constitutions which groups had their right to vote taken away? _____

Other states: There were differences from state to state in the franchise (voting) changes. Some states that dropped property requirements continued a tax payment requirement. Others, like Vermont and some of the frontier states (for example, Ohio and Indiana), never had property requirements for white males.

Overall Questions:

1. What was happening to the right to vote in the first half of the 19th century?

2. What differences in concerns would new voters have from those who had already been voting?

Name: _____ Date: _____ Period: _____

United States History, 1763-1870: Andrew Jackson

Assignment 1: Inauguration

Directions: Actively read the following information and answer the questions on the back in complete sentences.

Andrew Jackson was America's first "Frontier President" – the first president who did not come from the nation's east-coast elite. His victory was seen as a triumph for the common man and for democracy. The celebration of his inauguration was an opportunity for America's ordinary citizen to rejoice. Margaret Smith was a long-time pillar of Washington society. She describes Jackson's inauguration in a letter to a friend:

"[Washington] March 11th, Sunday [1829]

Thursday morning. . . Thousands and thousands of people, without distinction of rank, collected in an immense mass round the Capitol, silent, orderly and tranquil, with their eyes...awaiting the appearance of the President...The door from the Rotunda opens, preceded by the marshals, surrounded by the Judges of the Supreme Court, the old man with his grey locks, that crown of glory, advances, bows to the people, who greet him with a shout that rends the air, the Cannons, from the heights around....It was grand, - it was sublime!...An almost breathless silence... the multitude was still, - listening to catch the sound of his voice, tho' it was so low, as to be heard only by those nearest to him. After reading his speech...the President...bowed again to the people - Yes, to the people in all their majesty...

The south side of the Capitol was literally alive with the multitude, who stood ready to receive the hero....When the speech was over, and the President made his parting bow, the barrier that had separated the people from him was broken down and they rushed up the steps all eager to shake hands with him. It was with difficulty he made his way through the Capitol and down the hill to the gateway that opens on the avenue. Here for a moment he was stopped. The living mass was impenetrable....After a while a passage was opened, and he mounted his horse....Country men, farmers, gentlemen, mounted and dismounted, boys, women and children, black and white. Carriages, wagons and carts all pursuing him to the President's house. . . . [W]e set off to the President's House, but on a nearer approach found an entrance impossible, the yard and avenue was compact with living matter. But what a scene did we witness! The Majesty of the People had disappeared, and a rabble, a mob, of boys, negros, women, children, scrambling fighting, romping. What a pity what a pity! No arrangements had been made, no police officers placed on duty and the whole house had been inundated by the rabble mob. We came too late.

The President, after having been literally nearly pressed to death and almost suffocated and torn to pieces by the people in their eagerness to shake hands with Old Hickory, had retreated through the back way or south front and had escaped to his lodgings at Gadsby's....Cut glass and china to the amount of several thousand dollars had been broken in the struggle to get the refreshments, punch and other articles had been carried out in tubs and buckets, but had it been in hogsheads it would have been insufficient, ice-creams, and cake and lemonade, for 20,000 people, for it is said that number were there, tho' I think the number exaggerated....Ladies fainted, men were seen with bloody noses and such a scene of confusion took place as is impossible to describe, - those who got in could not get out by the door again, but had to scramble out of windows. At one time, the President who had retreated and retreated until he was pressed against the wall, could only be secured by a number of

gentleman forming around him and making a kind of barrier of their own bodies...This concourse had not been anticipated and therefore not provided against. Ladies and gentlemen, only had been expected at this Levee, not the people en masse. But it was the People's day, and the People's President and the People would rule."

QUESTIONS:

1. What does Smith mean when she describes the “thousands and thousands of people” at the inauguration as being “without distinction of rank”? How does she describe the crowd and its behavior while waiting for Jackson to appear and take the oath of office?
2. Why do you think she claimed that “...even Europeans must have acknowledged that...the well behaved crowd was majesty”?
3. What happened when Jackson had finished his inaugural speech?
4. How does Smith describe the scene outside the President’s house immediately after the inauguration?
5. Smith returns from the President’s house, then returns later. Why does she say that then “The majesty of the People had disappeared”? Describe in your own words the scene that she witnessed.
6. Smith laments what happened at the President’s house, but says that “it was the People’s day, and the People’s President and the People would rule”. What does she mean by this? Is she optimistic or pessimistic about “the People” getting “the power in their hands”? Use evidence from the document to support your answer.

United States History, 1763-1870: Andrew Jackson
Assignment 2: Andrew Jackson Policies: Spoils System

Directions: Read the following information and answer the questions in complete sentences.

“They see nothing wrong in the rule that to the victors belong the spoils of the enemy”

William L. Marcy, Speech to U.S. Senate, January 1832 In 1829,

Jackson announced a policy he called “rotation in office”, but which later came to be known as the “spoils system”. On the surface, the idea of rotation in office is somewhat similar to “term limits” laws we have today: periodically, new people should assume government offices so that government as a whole doesn’t become isolated from the “will of the people”. Proponents of such systems defend them as a way of infusing “new blood” and enthusiasm into government and making sure that officials keep in touch with the needs and wants of the electorate. Opponents use the word “spoils” to compare Jackson’s rotation in office policy to a conquering army looting those whom they had defeated (“Spoils” is a term referring to property of the enemy taken in battle). Many felt that Jackson would use rotation in office as an excuse to fire all those who opposed him and replace them with his own loyal supporters.

Jackson Announces his Policy of Rotation in Office, 1829

Fellow-Citizens of the Senate and House of Representatives: . . .

There are, perhaps, few men who can for any great length of time enjoy office and power without being more or less under the influence of feelings unfavorable to the faithful discharge of their public duties. Their integrity may be proof against improper considerations immediately addressed to themselves, but they are apt to acquire a habit of looking with indifference upon the public interests and of tolerating conduct from which an unpracticed man would revolt. Office is considered as a species of property, and government rather as a means of promoting individual interests than as an instrument created solely for the service of the people. Corruption in some and in others a perversion of correct feelings and principles divert government from its legitimate ends and make it an engine for the support of the few at the expense of the many. The duties of all public officers are, or at least admit of being made, so plain and simple that men of intelligence may readily qualify themselves for their performance; and I can not but believe that more is lost by the long continuance of men in office than is generally to be gained by their experience. I submit, therefore, to your consideration whether the efficiency of the Government would not be promoted and official industry and integrity better secured by a general extension of the law which limits appointments to four years.

In a country where offices are created solely for the benefit of the people no one man has any more intrinsic right to official station than another. Offices were not established to give support to particular men at the public expense. No individual wrong is, therefore, done by removal, since neither appointment to nor continuance in office is a matter of right. The incumbent became an officer with a view to public benefits, and when these require his removal they are not to be sacrificed to private interests. It is the people, and they alone, who have a right to complain when a bad officer is substituted for a good one. He who is removed has the same means of obtaining a living that are enjoyed by the millions who never held office. The proposed limitation would destroy the idea of property now so generally connected with official station, and although individual distress may be sometimes produced, it would, by promoting that rotation which constitutes a leading principle in the republican creed, give healthful action to the system. . . . Andrew Jackson.

:

1. Why does Jackson claim that holding “office and power” for a “great length of time” ultimately makes a person less fit to “serve the people”?

2. What does Jackson say the problem is with considering office as a “species of property”?
3. One argument that people use today against term limits is that it’s best to have people in office who have a great deal of experience in government because they know how the system works and therefore can get things done more effectively. How does Jackson try to refute this idea?
4. What does Jackson mean when he says “Offices were not established to give support to particular men...No individual wrong is, therefore, done by removal, since neither appointment to nor continuance in office is a matter of right”?
5. At the end of the document, Jackson says that rotation in office was “a leading principle in the republican creed” and would “give healthful action to the system”. Do you agree or disagree with this? Is rotation in office democratic in nature and good for the country as a whole, or is it undemocratic and harmful? Explain your answer with reasoning.

Name: _____ Date: _____ Period: _____

UNITED STATES HISTORY, 1763–1870 POLITICAL DEMOCRATIZATION: ANDREW JACKSON

Directions: Actively read the following information and answer the questions in complete sentences.



The Indian Crisis & Relocation

By the 1820s, most Indians east of the Mississippi River had given up their territory and moved west. The remaining Native Americans lived mainly in the Old Northwest and in the South. In the 1820s, cotton farmers in the South sought to expand into Native American lands. In 1829, when gold was found in western Georgia, whites flooded onto Indian lands. The Cherokee, Creek, Choctaw, Chickasaw, and Seminole peoples lived on about 100 million acres of fertile land in western parts of the Carolinas and in Georgia, Florida, Alabama, Mississippi, and Tennessee. These Native Americans were known as the “Five Civilized Tribes.”

In 1830, at Jackson's urging, Congress passed the Indian Removal Act, which authorized the President to give Native Americans land in parts of the Louisiana Purchase in exchange for land taken from them in the East. The northern groups generally resettled peacefully but when the Five Tribes refused to move, Jackson forcibly relocated about 100,000 of their members. For their millions of acres of largely cultivated land, the tribes received wild prairie land in Indian Territory (present-day Oklahoma).

- What was the Indian Removal Act? Why do you think Congress passed this law?

- Was the United States justified in moving the natives off of their land and placing them in the Louisiana Territory? Was it fair to the natives? Does that matter?

Cherokee Resistance

The situation of the Cherokees was unique. More than any other Native American people, they had adopted white culture. Nevertheless, when gold was found on Cherokee land, the state of Georgia seized about 9 million acres of Indian land within its borders. When appeals to Georgia and to the U.S. Senate failed, the Cherokees issued a public statement, trying in vain to rally the support of the American people:

“We wish to remain on the land of our fathers. We have a perfect and original right to remain without interruption.... It cannot be that [America], remarkable for its intelligence and religious sensibilities, and preeminent [unmatched] for its devotion to the rights of man, will lay aside this appeal.”

– Cherokee public appeal, July 17, 1830

Finally, in 1832, the Cherokees brought their case to the Supreme Court. In *Worcester v. Georgia*, John Marshall ruled that Georgia had no authority over Cherokee territory. Georgia defied the Court, with Jackson's backing. “John Marshall has made his decision. Now let him enforce it!” the President is said to have declared. Of course, the Court had no power to enforce its decisions.

“All preceding experiments for the improvement of the Indians have failed. It seems now to be an established fact that they cannot live in contact with a civilized community and prosper.... No one can doubt the moral duty of the Government ... to protect and if possible to preserve and perpetuate the scattered remnants of this race....”

– President Jackson, annual address to Congress, December 7, 1835

In 1838, the United States Army rounded up more than 15,000 Cherokees. Then, in a nightmare journey that the Cherokees called the Trail of Tears, men, women, and children, most on foot, began a 116-day forced march westward for about 1,000 miles to the Oklahoma Territory. Roughly 1 out of every 4 Cherokees died of cold or disease, as troops refused to let them pause to rest.

- Why did Georgia want to remove the Cherokees from their land?

- How does the Cherokee public opinion try to persuade public opinion?

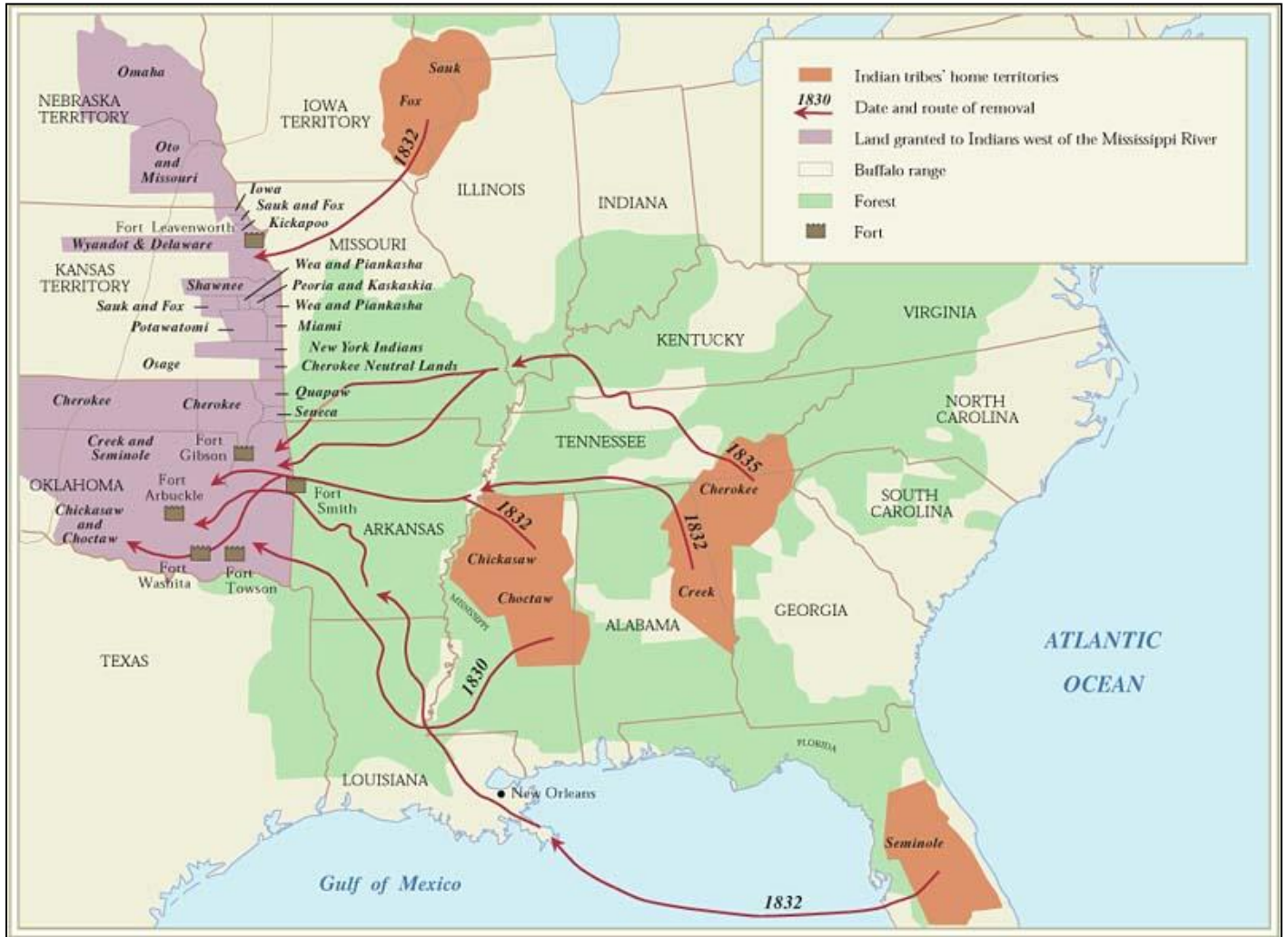
- What was the “Trail of Tears”?

- Based on Jackson’s actions and his address to Congress in 1835, how would you describe his overall attitude and feelings towards Native Americans?

Name: _____ Date: _____ Period: _____

UNITED STATES HISTORY, 1763–1870 POLITICAL DEMOCRATIZATION: ANDREW JACKSON

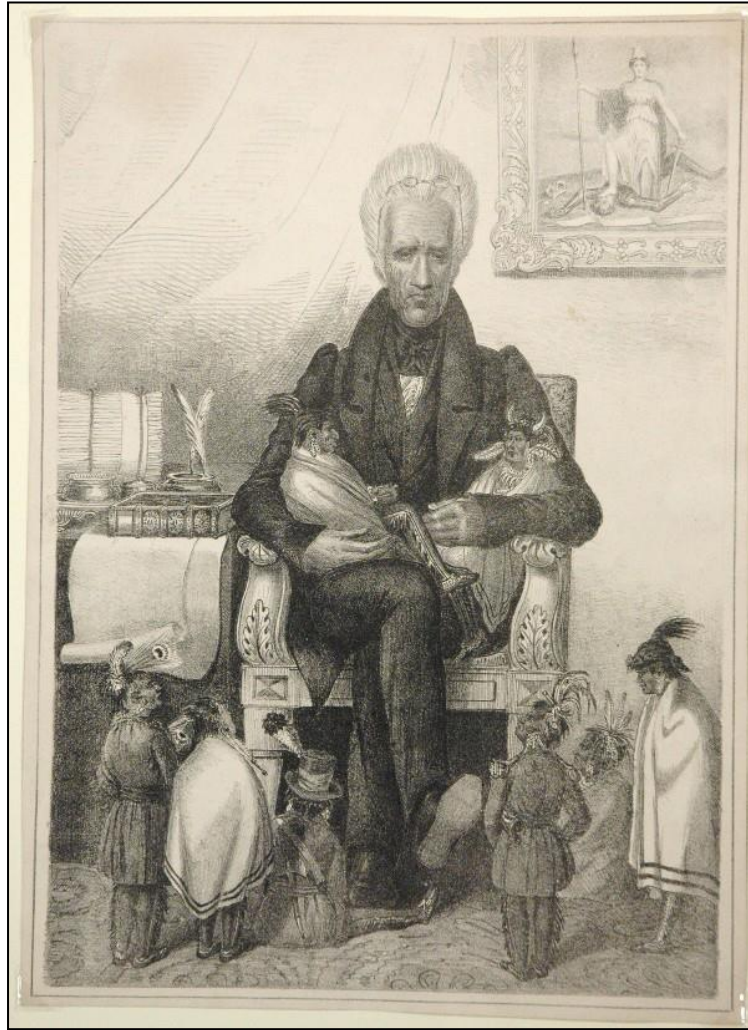
Directions: Examine the map illustrating the Trail of Tears and answer the questions below.



Question:

- Compare and contrast Indians' "home territories" with the lands "granted" to them. What is one major difference you already read about and what is one major difference you can see on the map?

“Andrew Jackson as the Great Father”



What is the main subject of this cartoon?

How does the author use size to emphasize his point?

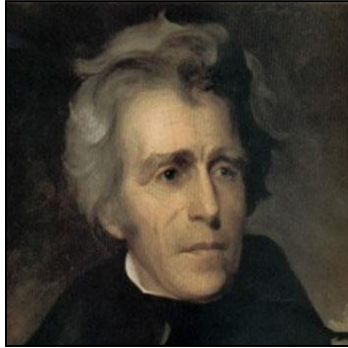
What is the main point of this cartoon?

What is the message of this cartoon?

Name: _____ Date: _____ Period: _____

UNITED STATES HISTORY, 1763–1870

POLITICAL DEMOCRATIZATION: ANDREW JACKSON



Limited Government

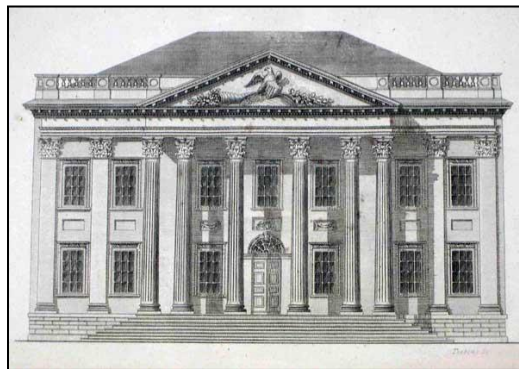
Jackson shared the beliefs of Americans who feared the power of the federal government. He attacked politicians whom he considered corrupt and laws that he thought would limit people's liberty. He used his veto power to restrict federal activity as much as possible, rejecting more acts of Congress than the six previous Presidents combined. For example, Congress voted to provide money to build a road from the town of Maysville, Kentucky, along the Ohio River, southward to the growing city of Lexington, in Kentucky's horse-breeding region. In 1830, when the bill came to Jackson's desk, he vetoed it. Jackson did not object to the road. He just thought that the state of Kentucky, not the national government, should build it. Yet, no President from Washington to Lincoln did more to increase the power of the presidency than Jackson. His vetoes helped earn him the nickname "King Andrew I".

The Tariff Crisis

Before Jackson's first term had begun, Congress had passed the **Tariff of 1828**, a heavy tax on imports designed to boost American manufacturing. The tariff greatly benefited the industrial North but forced Southerners to pay higher prices for manufactured goods. The tariff prompted South Carolina to declare that states had the right to judge when the federal government had exceeded its authority. The state maintained that in such cases, states could **nullify**, or reject, federal laws they judged to be unconstitutional. South Carolina's nullification threat was based on a strict interpretation of states' rights. The strict interpretation of states' rights that South Carolina endorsed is what some people call *state sovereignty*. This is the theory that because states created the federal government, they have the right to nullify its acts and even to **secede**, or withdraw, from the Union if they wish to do so. The tariff issue continued to smolder, finally igniting a famous debate on the floor of the Senate.



In January 1830, senators Robert Hayne of South Carolina and Daniel Webster of Massachusetts engaged in a debate that quickly leaped to the broader question of the fate of the Union. The debate peaked on January 26, when Webster, a great orator, delivered a thrilling defense of the Union. “While the Union lasts we have high, exciting, gratifying prospects spread out before us, for us and our children,” Webster declared. He attacked Hayne's claim that liberty (meaning, in Hayne's view, states' rights) was more important than the Union. In 1832, after passage of yet another tariff, South Carolina declared the tariffs null and void. The state threatened to secede from the Union if the federal government did not respect its nullification. South Carolina's defiance of federal law enraged the President. Jackson believed that the state was disregarding the will of the people. At his urging, in 1833, Congress passed the Force Bill, which required South Carolina to collect the tariff. Jackson threatened to send 50,000 federal troops to enforce the law. The crisis eased when Senator Henry Clay engineered a compromise. Congress reduced some of the import duties, and South Carolina canceled its nullification act. Refusing to give in completely, however, the state nullified the Force Bill at the same time.



The Bank War

The defining moment of Jackson's presidency came in 1832. Like many Americans, Jackson believed that the Bank of the United States was a “monster” institution controlled by a small group of wealthy Easterners. Under its charter, the Bank of the United States could operate only until 1836 unless Congress issued it a new charter. The president of the bank charter, Nicholas Biddle, supported by Senators Henry Clay and Daniel Webster, decided to re-charter the bank four years early, in 1832. If Jackson vetoed the bank charter, the National Republicans planned to use that veto against him in the 1832 election. Jackson, however, did not bend to the political pressure. He vetoed the bill to re-charter the bank, saying, “The bank is trying to kill me, but I will kill it.” His successful veto doomed the bank. Jackson justified his action as a protection of the rights of ordinary citizens. He attacked the bank as a tool of greedy, powerful people:

“When the laws undertake ... to make the rich richer and the potent more powerful, the humble members of society—the farmers, mechanics, and laborers—who have neither the time nor the means of securing like favors to themselves, have a right to complain of the injustice of their Government.”

— President Jackson, veto message, 1832

The bank's supporters underestimated Jackson. He won reelection in 1832 by a huge margin, defeating Clay, the National Republican candidate. The National Republican Party never recovered from this stunning defeat at the hands of Jackson's Democratic Party. Two years later, the National Republicans would join several other anti-Jackson groups to form the Whig Party. The American Whigs saw themselves as defenders of liberty against a powerful executive.

Name: _____ Date: _____ Period: _____

UNITED STATES HISTORY, 1763–1870 POLITICAL DEMOCRATIZATION: ANDREW JACKSON

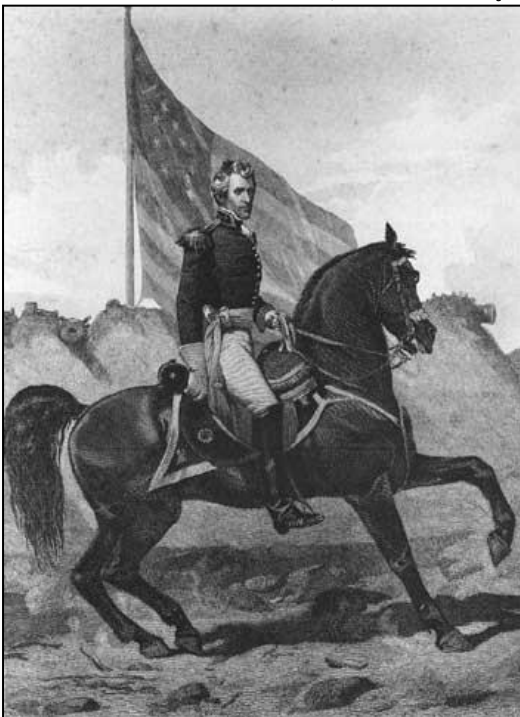
Two Views on Andrew Jackson

Andrew Jackson was known as the “People’s President”. He owed his landslide victory in the election of 1828 to the fact that many states had by that time removed property requirements for voting. This meant that almost all white American men over the age of 21, regardless of their financial standing, could vote. Many members of the new population of voters were small farmers and frontiersmen. They were not interested in candidates who had been born into cultured and wealthy families; they were looking for someone who had a background more like their own.

Jackson was a self-made man. He had been a popular war hero years before he ran for president. As a general during the War of 1812, he defeated the British in the last major battle of that war, the Battle of New Orleans. His men called him “Old Hickory” because he was as tough as that tree’s hard wood. He was also known for taking good care of his soldiers. For example, he had once given his horse to a wounded man. This reputation helped convince people that he would live up to his campaign promises to defend farmers, Western settlers and workers against the powerful and the wealthy.

In trying to live up to this promise, Jackson made several decisions that roused feelings both for and against him. In 1832, he used his veto power to prevent Congress from renewing the charter for the second Bank of the United States. Set up in 1791, this bank controlled the amount of money in circulation and the amount of credit (money) that was available to borrowers. Jackson felt that it granted loans to merchants and manufacturers more readily than it did to poor people. Jackson also vetoed use of federal funds for internal improvements that were desired by states, arguing that these funds should be used to pay off the national debt.

Source A: Our President, Old Hickory



Source B: King Andrew I



Questions: Answer the following questions in complete sentences based on Sources A and B and on your prior knowledge about Andrew Jackson.

1. Which qualities of Andrew Jackson's image does Source A illustrate?
2. Why might the qualities you named above appeal to voters?
3. Why does Source B show Jackson dressed like a king?
4. What does Source B show lying torn under Jackson's feet? Why did the cartoonist show this?
5. Why does Source B show Jackson with a veto in one hand?
6. Describe what type of cartoon you might have drawn about Andrew Jackson if you had lived during this time.
7. In what ways were the actions of President Jackson similar and different to those of Thomas Jefferson? Provide examples.

Name: _____

Andrew Jackson Video Questions

Directions: Watch the video, Andrew Jackson Biography

(<https://www.youtube.com/watch?v=VjnehpEMAEU>) and respond to the following questions:

1. Describe Jackson's background before he became President.
2. Explain why he hated the British?
3. What events brought him to national prominence?
4. Describe Jackson's Presidential inauguration and party that followed.
5. Explain the following policies of Jackson:
 - a. Tariff and Nullification Crisis;
 - b. Cherokee Removal Act
 - c. Rotation in Office Act (Spoils System)
 - d. Bank Wars.
6. Why is his Presidency called the "Age of Jackson"?

Name _____

Trail of Tears Video Questions

Directions: Watch the video Trail of Tears (<https://www.youtube.com/watch?v=7LSkfmCj8Jg>) and answer the following questions:

1. What was the Cherokee lifestyle/culture like in the late prior 1820s prior to the Indian Removal Act?
2. What happened to the size of the Cherokee Nation?
3. What separated the Cherokee Nation from other native tribes?
4. How did Georgia view the Cherokee? How did the election of Andrew Jackson effect their view?
5. How did the discovery of gold on Cherokee land impact their nation? Explain what happened.
6. What was the Indian Removal Act? What were the “5 tribes” to be removed?

7. How did the Cherokee fight their removal from their land? What was the court case?

8. What role did the Georgia Militia play in removing the Cherokee?

9. What action did the Cherokee take to protest the treaty a few members signed with the US Government?
What was the result of this?

10. What happened in May 26, 1838?

How did Lt. John Phelps feel about the round up?

What were conditions like in the Cherokee camps?

Why were the Cherokee ultimately allowed to manage their own removal?

What hardships did the Cherokee face once they arrived at their new territory?

Why is the journey during the removal of the Cherokee and other tribes known as the “Trail of Tears?”

What is the Cherokee Nation like today? Explain.

Describe their journey: camps, marches, heat, cold, etc...

MILL TIMES

Background: In a small New England community similar to Pawtucket, Rhode Island, where Samuel Slater established America's first textile mill. Live action hosted by David Macaulay, takes viewers from Manchester, England, to Lowell, Massachusetts, explaining technological changes that transformed the making of textiles, a key component of the Industrial Revolution sweeping across Europe and America in the late 18th century.

Directions: Watch the video Mill Times on YouTube:
<https://www.youtube.com/watch?v=toV9uIDIJMs>

1. Why did the Industrial Revolution take place in New England?
2. Describe the benefits of the mills and factories?
3. Describe the disadvantages of the mills and factories?
4. What were working conditions like in the mills?
5. Who were the Lowell girls?
6. After watching the video, describe in your own words what was the Industrial Revolution?

Name: _____ Date: _____

USI Economic Growth 1800-1860: the North

Directions: Read the attached pages work to answer the following questions that are based on each heading in the section.

Chapter Title: The Growth of a National Economy

Section Titles: An Expanding Economy

Questions:

1. What was the Market Revolution?
2. How did the shift to centralized textile factory affect production?
3. How did work change as a result of manufacturing?
4. What led to the rise of shopping in the 1800's?
5. What role did banking play in the growth and expansion of industry?
6. Explain the changes, growth and development of the Northern economy between 1800 and 1860?
7. How would these changes affect the average person living in the North?
8. How would these changes affect a businessman?

Directions: ACTIVELY Read each section and respond to questions in complete sentences on the handout.

USI: Chapter 8: An Expanding Economy

The American genius for invention produced new and better ways to make and transport goods. It also changed the way people did business. A new generation of Americans began buying and selling goods, borrowing and circulating money, and creating wealth. This change in the way Americans made, bought, and sold goods is known as the Market Revolution. Thanks to this Market Revolution, the American economy soared in the decades after the War of 1812.

The Rise of Manufacturing In the early 1800s, the United States was mostly a nation of farmers. In the South, farmers continued to profit from the high demand for cotton. In the Old Northwest, farmers put more and more fertile frontier lands into corn and wheat production. In the Northeast, however, businesspeople began turning more and more to new enterprises such as manufacturing, the use of machinery to make products. They bought cotton, grains, and other raw materials and turned them into products that could be sold for a substantial profit.

In 1814, a group of businessmen led by a Boston merchant named Francis Cabot Lowell built a mill in Massachusetts, to manufacture textiles. Lowell's mill was the world's first truly centralized textile factory—that is, a single facility where all the tasks involved in making a product (in this case, cloth) were carried out. Lowell's water-powered mill in New England brought together all the tasks of spinning, weaving, and dyeing that turned raw, cleaned cotton into finished cloth. The shift to centralized workplaces dramatically increased production. In 1817, New England's textile mills produced 4 million yards of cotton cloth. By 1840, the amount was 323 million yards.

Working Outside the Home In the 1700s, for most Americans, “going to work” generally meant working in the home or around the farm. Others were employed in the shipping industry or the legal or financial professions. Most people, however, worked simply to make the food, clothing, and shelter they needed.

In the 1800s, the rise of manufacturing sharply increased the demand for people who would work outside the home, for a specific number of hours each day and for a certain amount of money. Many young Americans, especially in the Northeast, turned away from farming and went to work in factories for wages. Factory owners organized the work to maximize production. They increased the use of specialization, a system in which each worker performs just one part of an entire production process. For example, unlike earlier clothmakers, who knew all the aspects of spinning and weaving as well as machine repair, the sole job of a textile worker in the 1800s might have been to keep one loom supplied with thread.

The Rise of Shopping Products rolled out of factories at an astounding rate. The growing supply of goods forever changed the patterns of American life. The self-sufficient household, where family members spun their own thread or made their own soap, began to disappear. As products became available and people worked for money, Americans began to shop.

By the mid-1800s, store-bought items filled the homes of many average Americans. They bought manufactured furniture and silverware. Household spinning wheels and looms fell silent as women chose to make their family's clothing out of fabric they had purchased.

The Rise of the Banking Industry The first real banks appeared in the United States in the 1780s and 1790s. By the 1830s, hundreds of new banks had opened up. The bank made money by charging interest for the loans it made. It made these loans using the money that customers deposited in the bank for safekeeping. Many of the loans were made in the form of investment capital, money that a business spends in hopes of future gain. The owner of a textile business, for example, might use a bank loan to buy a new power loom. The goal of this investment was to increase production and create more profit for the business. Banks thus helped the economy grow by providing investment capital.

Andrew Jackson: Report Card Assessment

You will take the information you have from the videos as well as from the readings and create a report card in which you determine the successes and/or failures of Andrew Jackson's Presidency.

You will provide a grade for each of the following subjects: Champion of the common man (spoils system), Limited Federal Government, the Tariff Crisis, the Indian Crisis and relocation, and the Bank War and grade each according to how successful YOU believe he was. You must provide Jackson with a grade A-F. You will use the attached sheet to record your information and grade. You will be expected to provide a reasoning as to why you chose a specific grade in the "Comments" section. These comments should be 5-7 sentences long in which you detail why Andrew Jackson received the grade he received. It is here you should touch upon the reactions of the American people and how Jackson's presidency affected them.

Once you grade each of his "subjects" you will choose 1-3 of the comments listed below to determine his overall attitude and commitment to serving the United States and explain why you gave that grade and comment.

1. A pleasure to have as President
2. Actively contributes.
3. Assumes responsibility.
4. Excellent use of government's time and resources.
5. Outstanding performance.
6. Shows creativity.
7. Working well, should be praised.
8. Works to potential.
9. Behavior improvement possible.
10. Has shown improvement.
11. Help sessions needed.
12. Interest and performance vary.
13. Making satisfactory progress.
14. Does not work to potential.
15. Poor results.
16. Seek extra help as needed.
17. Maintains a positive attitude

Name: _____

ANDREW JACKSON REPORT CARD

Subject	Description of Subject	Effect on American people	Letter Grade	Comments/Explanation
Champion of common man				
Limited Power of Federal Government				
Tariff Crisis				
Bank War				
Indian Removal and relocation				

Unit 4: Jackson, Reform, and Expansion

DBQ 7: Jacksonian Democracy

Historical Context:

A broad-based voting public is essential to any healthy democratic system. American suffrage (the right to vote) has been expanded at different times in our history. In colonial times, suffrage was limited to males, and then typically only to those men who were major landowners and taxpayers. But as years and centuries passed, suffrage was expanded. The most recent episode in this history of democracy's expansion occurred in the early 1970's, when the right to vote was extended to 18-, 19-, and 20-year-olds.

A large increase in the numbers eligible to vote occurred during the 1820's and 1830's. At this time, most states extended suffrage to poor men—factory workers, artisans, laborers, and others who, typically, were not landowners or major taxpayers. This movement to empower the “common man” with the right to vote is sometimes referred to as “Jacksonian democracy.” This refers to Andrew Jackson, who championed this cause in his political career, and whose personal life symbolized the rise of the “common man.”

The effort to expand suffrage during the “age of Jackson” was a fierce struggle between those who favored it and those who opposed what they saw as a dangerous expansion of democracy. In many ways, the arguments used by supporters and opponents of Jacksonian democracy were similar to those that debated later expansions of voting rights: to African-American men in 1870, to women in 1920, and to 18-, 19-, and 20-year-olds in 1971.

◆ **Directions:** The following question is based on the accompanying documents (1–6). As you analyze the documents, take into account both the source of the document and the author's point of view. Be sure to:

1. Carefully read the document-based question. Consider what you already know about this topic. How would you answer the question if you had no documents to examine?
2. Now, read each document carefully, underlining key phrases and words that address the document-based question. You may also wish to use the margin to make brief notes. Answer the questions which follow each document.
3. Based on your own knowledge and on the information found in the documents, formulate a thesis that directly answers the question.
4. Organize supportive and relevant information into a brief outline.
5. Write a well-organized essay proving your thesis. The essay should be logically presented and should include information both from the documents and from your own knowledge outside of the documents.

Question: *What were the major arguments used, pro and con, in the debate over expanding suffrage during the Age of Jackson? Which arguments were most valid?*

◆ **Part A:** The following documents deal with the debate over Jacksonian democracy. Examine each document carefully, and answer the question or questions that follow.

(continued)



DBQ 7: Jacksonian Democracy *(continued)*

Document 1

In 1821, New York State held a convention to revise the state constitution. A committee recommended dropping the requirement that voters be property owners. This would allow all white male adults the right to vote. The following excerpt shows how Nathan Sanford, the chairman of the committee, supported the recommendation. (From *Reports of the Proceedings and Debates of the Convention of 1821, Assembled for the Purpose of Amending the Constitution of the State of New York*, Albany, New York, 1821.)

The question before us is the right of suffrage—who shall or who shall not have the right to vote. . . . To me the only qualifications [to vote] seem to be the virtue and morality of the people . . . those who contribute to the public support we consider as entitled to a share of the election of rulers. . . . Now, sir, this scheme will embrace almost the whole male population of the state. . . . This scheme has been proposed by a majority of the committee; they think it safe and beneficial, founded on just and moral principles.

How did Sanford defend the plan to expand the right of suffrage to the poor? _____

Document 2

James Kent, Chief Justice of New York State’s highest court, opposed the 1821 proposal to drop property ownership requirements. Here are some of the points he made at the state convention in opposition to Sanford’s proposal.

The tendency of universal suffrage is to jeopardize the rights of property and the principles of liberty. There is a constant . . . tendency in the poor to covet [desire] and to share the plunder of the rich; in the debtor, to relax or avoid the obligation of contracts; in the majority, to tyrannize over the minority and trample down their rights; in the indolent [lazy] and the profligate [depraved] to cast the whole burdens of society upon the industrious and the virtuous; and there is a tendency in ambitious and wicked men to inflame these combustible materials.

Why did Kent oppose empowering the poor with the right to vote? _____

What do you suppose Kent meant by “tyrannize over the minority”? _____

What do you suppose he meant by the last line of the quotation? _____

(continued)

DBQ 7: Jacksonian Democracy *(continued)*

Document 3

Alexis de Tocqueville, a French nobleman and social observer, visited the United States during the early 1830's. His perceptive observations were collected into a significant book titled *Democracy in America*.

On my arrival in the United States I was surprised to find so much distinguished talent among the subjects, and so little among the heads of the Government. It is a well-authenticated fact, that at the present day the most able men in the United States are very rarely placed at the head of affairs; and it must be acknowledged that such has been the result in proportion as democracy has outstepped all its former limits. The race of American statesmen has evidently dwindled most remarkably in the course of the last fifty years.

. . . democracy is not only deficient in that soundness of judgment which is necessary to select men really deserving of its confidence, but it has neither the desire nor the inclination to find them . . .

What criticism was Tocqueville making about the expansion of America's democracy? Is his criticism valid? _____

Document 4

Frances Trollope was an Englishwoman who lived in the United States for several years during the 1820's. She returned to England and in 1832 published *Domestic Manners of the Americans*, a very unflattering account of America, its people, and its culture. The following excerpt from this book describes the election of 1828.

. . . this electioneering madness . . . engrosses every conversation, it irritates every temper, it substitutes party spirit for personal esteem. When a candidate for any office starts, his party endow him with every virtue, and with all the talents. They are all ready to peck out the eyes of those who oppose him.

When I first arrived in America Mr. John Quincy Adams was President, and it was impossible to doubt, even from the statement of his enemies, that he was every way calculated to do honour to the office. All I ever heard against him was, that "he was too much of a gentleman;" but a new candidate must be set up, and Mr. Adams was out-voted for no other reason, that I could learn, but because it was "best to change." "Jackson for ever!" was, therefore, screamed from the majority of mouths, both drunk and sober, till he was elected.

What, according to Mrs. Trollope, was wrong with America's democracy? _____

(continued)

DBQ 7: Jacksonian Democracy *(continued)*

Document 5

George Bancroft was a prominent historian, teacher, and political leader; he served at different times as ambassador to Great Britain, ambassador to Germany, and Secretary of the Navy. The following excerpt comes from a speech he gave at Williams College in 1835.

. . . the best government rests on the people and not on the few, on persons and not on property, on the free development of public opinion and not on authority . . .
Such is the political system which rests on reason, reflection, and the free expression of deliberate choice. There may be those who scoff at the suggestion that the decision of the whole is to be preferred to the judgment of the enlightened few. They say in their hearts that the masses are ignorant; that farmers know nothing of legislation . . . but true political science does indeed venerate [respect] the masses. . . . Individuals are corrupt [and] false, the masses are ingenuous [open] and sincere. . . .
Thus the opinion which we respect is, indeed, not the opinion of one or of a few, but the sagacity [wisdom] of the many.

What argument did Bancroft make in support of expanding the right to vote to common people?

Document 6

“The County Election” is a painting done by George Caleb Bingham in 1851. The original painting hangs in the St. Louis Art Museum.

Judging by this painting, do you suppose that Bingham was a supporter or an opponent of Jacksonian Democracy? Support your viewpoint. _____

(continued)

DBQ 7: Jacksonian Democracy *(continued)*



St. Louis Art Museum

◆ Part B—Essay

What were the major arguments used, pro and con, in the debate over expanding suffrage during the Age of Jackson? Which arguments were most valid?

