

Unit Outline Template

Unit Name: A Nation Grows - Andrew Jackson	Subject: Social Studies		Grade 7	Duration of Unit: 2-3 weeks		Administration Date: March 2015	
Overarching Questions: <i>present the big inquiries of a unit. These text based questions reach across and connect all unit texts. Each text allows students to deepen responses to the overarching questions.</i>	Should Andrew Jackson be on the \$20 bill?						
Primary CCLS Addressed in the Unit: <i>What are the standards of focus that are developed throughout the unit?</i>	RH6-8.1; RH6-8.2; RH6-8.4; RH6-8.5; RH6-8.6; RH6-8.7; RH6-8.8; RH8.9; RH6-8.10 WHST 6-8.1.a-1.e; WHST 6-8.4, WHST 6-8.7, WHST 6-8.8, WHST 6-8.9, WHST 6-8.10						
Sequenced Texts: <i>Texts cohere around the same content/topic as assessment texts. Texts a) allow for CCLS-based work that parallels assessments; b) are sequenced to prompt retrospective work; and c) at least one provides a model of the kind of writing required by the culminating assessment.</i>	Text 1: An Atrocious Saint In a Bewildering Era Lexile: 910	Text 2: <i>Jackson’s Inauguration 1829</i> Lexile 1610 Drawing: Jackson’s Inauguration	Text 3: The Spoils System Lexile 1000 Political Cartoon: In Memoriam – Our Civil Service as It Was	Text 4: <i>The Bank War of 1812 – Two Views</i> Lexile 890 Political Cartoon – King Andrew the First	Text 5: Jackson’s Message to Congress; Lithograph: Great Father to the Indians; Indian Removal Act Painting: Trail of Tears Lexile 1100	Text 6: The Nullification Crisis of 1832: Jackson’s Proclamation; Calhoun’s Statement on Nullification Lexile 1250	Text 7: James Parton’s Description of Jackson Lexile: 1090
Instructional Tasks: <i>Text-based questions/tasks to guide multiple readings of each text. The questions a) are sequenced to move learners from literal comprehension to higher level thinking about a text and b) mirror the assessment tasks in order to provide support for students to learn the content, habits, and skills they need to successfully and independently complete the unit’s culminating task.</i>	Vocabulary: Democratic Autocrat, Urbane Savage, Atrocious Saint. 1. Based Parton’s account of Jackson’s presidency, discuss 2 specific ways that Jackson reinforces the perception of him. 2. Based on the reading, how did Jackson change the Founding Fathers’ view of the Presidency? 3. In paragraph 2, why was Parton tempted to throw up his hands over Jackson?	1. According to Ms. Smith’s account, describe how the people who were waiting to see the new President conducted themselves? 2. Based on paragraph 4, how did the people express their approval of his presidency? 3. In the last paragraph, Jackson is identified as “the People’s President.” Why?	1. According to the opening paragraph, how would you compare the appointees of 21 st century Presidents with those during Jackson’s day? 2. For what reasons did Jackson plan on replacing federal employees?	1. Define “advocates” as used in Line 1. 2. In what other President’s administration have you seen the term “precedent”? 3. What does the legal term “precedent” mean in line 3 of Jackson’s argument against the national bank? 4. What is Jackson’s argument in paragraph 1 against the constitutionality of the national bank?	Jackson’s Message to Congress 1) Why did Jackson feel whites would make better use of the land than Native Americans? 2) According to Jackson, why did he believe removal would benefit the Native Americans. Great Father to the Indians: 1) How does the artist portray the different Native Americans?	Jackson: 1. What does President Jackson mean by “unhallowed disunion” in Line 1 and “explicit enunciation” in Line 5? 2. On what three measures does Jackson “rely with equal confidence”? 3. Compare the issue that propelled this crisis with the conflict that occurred between Federalists and Anti-Federalists during the 1790’s.	Based on the introductory paragraph and using context clues, define what is meant by the term “enigma.” List 3 examples that Parton provides to prove that Jackson was an enigma. Based on Parton’s examples, which do you feel most accurately portrays Jackson. Provide details to support this claim.

	<p>4. Describe 3 ways in which Jackson is described as an enigma.</p> <p>5. Based on Parton's text, was Jackson more "atrocious" or more "saint"? Use specific information from the reading to support your stand.</p>	<p>4. Give specific details from Smith's account to describe the change in the tone (behavior) of the crowd.</p>	<p>3. The author states that Jackson would like to "restore virtue and morality" with his new federal employees. According to the author, how did Jackson view past federal employees?</p> <p>4. Do you find any contradictions between the following two quotes? Which quote do you support and why?</p> <ul style="list-style-type: none"> - "Jackson supported a policy of removing political opponents from federal offices and replacing them with party loyalists." - To Jackson, partisan loyalty was a more important than job qualification than competence." 	<p>5. In the last paragraph, what does Jackson mean by the statement "There are no necessary evils in government. Its evils exist only in its abuses." How does this paragraph reflect the will of the common man who so admired Jackson?</p> <p>6. In lines 1-7, what is Senator Webster's main argument against Jackson's condemnation of the national bank?</p> <p>7. In the second paragraph of Webster's piece, he warns that if the President's will be maintained, there would be "an end of all laws and judicial authority. Statutes are but recommendations, judgments no more than opinions." Both are equally destitute of binding force." Define "statutes." Define "destitute." How valid do you consider Webster's argument? Do you agree with his premise? Why or why not?</p>	<p>2) Is Jackson shown in a positive or negative way in this lithograph?</p> <p>Indian Removal:</p> <ol style="list-style-type: none"> 1. How did the removal of the Indians benefit the white settlers and farmers? 2. What did the Indian Removal Act do? 3. Why were Americans afraid of Native Americans? 	<p>Calhoun's Statement on Nullification</p> <ol style="list-style-type: none"> 1. What particular "states' right" did John C. Calhoun advocate? 2. Define "candor." 3. What does Calhoun mean when he states that "the peculiar domestic institution of the Southern States, and the consequent direction, which that and her soil and climate have given to her industry, have placed them in regard to taxation and appropriations in opposite relation to the majority of the Union." 4. What pressing issues today would illustrate an example of conflict between the national government and state governments? 	
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<p>Embedded Assessments: List the ways in which you will assess student learning during and after the instructional task.</p>	<ul style="list-style-type: none"> •Annotated Text •Graphic Organizer •Response to text-based-questions 	<ul style="list-style-type: none"> •Annotated Text •Graphic Organizer •Response to text-based-questions <p>Photo Analysis Worksheet</p>	<ul style="list-style-type: none"> •Annotated Text •Graphic Organizer •Response to text-based-questions <p>Political Cartoon Analysis Worksheet</p>	<ul style="list-style-type: none"> •Annotated Text •Graphic Organizer •Response to text-based-questions <p>Cartoon Analysis Worksheet</p>	<ul style="list-style-type: none"> •Annotated Text •Graphic Organizer •Response to text-based-questions <p>Painting Analysis Worksheet</p>	<ul style="list-style-type: none"> •Annotated Text •Graphic Organizer •Response to text-based-questions 	<ul style="list-style-type: none"> •Annotated Text •Graphic Organizer •Response to text-based-questions
<p>Specific CCLS: List the standard(s) or part(s) of standards related to each text (i.e., standards that can be addressed by tasks related to that text).</p>	<p>RH6-8.1, RH6-8.2, RH6-8.4, RH6-8.6, RH6-8.10; WHST6-8.2a, 2b, 2c; WHST6-8.4; WHST6-8.10</p>	<p>RH6-8.1, RH6-8.4, RH6-8.6; RH6-8.10; WHST6-8.2a, 2b, 2c; WHST6-8.4; WHST6-8.10</p>	<p>RH6-8.1; RH6-8.2; RH6-8.6; RH6-8.10; WHST6-8.2a, 2b, 2c; WHST6-8.4; WHST6-8.10</p>	<p>RH6-8.1 RH6-8.3 RH6-8.6 RH6-8.7 RH6-8.10 WHST6-8.2a, 2b, 2c; WHST6-8.4; WHST6-8.10</p>	<p>RH6-8.1 RH6-8.2 RH6-8.4 RH6-8.6 RH6-8.10 WHST6-8.2a, 2b, 2c; WHST6-8.4; WHST6-8.10</p>	<p>RH6-8.1 RH6-8.2 RH6-8.4 RH6-8.6 RH6-8.8, RH6-8.10 WHST 6-8.1.a-1.e; WHST6-8.4;</p>	<p>WHST6-8.5; WHST6-8.9; WHST6-8.10</p>
<p>Culminating Assessment Task: It may be helpful to use language from the primary CCLS addressed in the unit to write the task. Also note text(s) used.</p>	<p>This task asks students to write an argumentative essay in which they argue whether or not Andrew Jackson should be on the \$20 bill. Students must be able to state a claim and support it with clear reasons and relevant evidence, demonstrating an understanding of the topic and/or text.</p>						

RESERVE

NOTE

20

Andrew Jackson

- ◆ Democratic Autocrat
- ◆ Urbane Savage
- ◆ Atrocious Saint

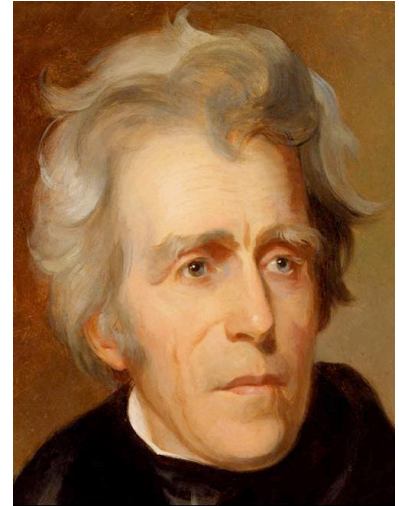
What does this tell us about the kind of person we will be examining?

ON

TWENTY DOLLARS

An Atrocious Saint In A Bewildering Era

"Andrew Jackson, I am given to understand, was a patriot and a traitor. He was one of the greatest of generals, and wholly ignorant of the art of war. A writer brilliant, elegant, eloquent, and without being able to compose a correct sentence, or spell words of four syllables. The first of statesmen, he never devised, he never framed a measure. He was the most candid of men, and was capable of the profoundest dissimulation. A most law-defying, law-obeying citizen. A stickler for discipline, he never hesitated to disobey his superior. A democratic aristocrat. An urbane savage. An atrocious saint."



James Parton, the "father of American biography", writing a few years after Jackson's presidency, was tempted to throw up his hands over Jackson - an apparent bundle of contradictions. It is not just that his friends and enemies see two different men; the very facts make one wonder whether he was pragmatic or dogmatic, a great statesman or a bull in the china shop.

In the Jacksonian Era, Americans arguably faced more weighty dilemmas than at any other time in the nation's history. Complex issues like slavery, Indian removal, banking, industrialization, even the very preservation of the Union itself, confronted the young nation.

For better or worse, Andrew Jackson, as president, was responsible for charting a course through them. Jackson, it can be argued, brought the presidency to the people, giving the common man more say in choosing the country's leader than the Founding Fathers had intended.

He played an important role in establishing the Democratic Party, which in turn supported Jackson as an embodiment of the democratic and egalitarian values it championed. Though a strong advocate of states' rights and a limited federal government, Jackson placed the preservation of the Union above all else.

Long time rival and National Republican leader Henry Clay complained that Jackson swept through the government like a tornado, destroying everything in his path.

When the Supreme Court ruled in favor of the Cherokee Nation, thereby threatening to halt the implementation of the Indian Removal Act, Jackson disregarded its decision. He continued his plans to push all Native Americans west of the Mississippi, which ultimately resulted in the tragic Cherokee "Trail of Tears" and a similar fate for the Creek and Seminole people.

Like many Southern planters, Jackson also owned numerous slaves and worked to preserve and expand the institution of slavery.

Opinions about Andrew Jackson and his legacy remain as polarized today as they were during his life. To this day, historians continue to debate the impact of Old Hickory's policies and his contributions to the country that he loved so dearly.

Name: _____

Class: _____

Title: _____ Author: _____

TBQ #1: Based on Parton's account of Jackson's presidency, discuss 2 specific ways that Jackson reinforces the perception of him.	Answer:	Evidence Found in Paragraph:
TBQ #2: Based on the reading, how did Jackson change the Founding Fathers' view of the Presidency?	Answer:	Evidence Found in Paragraph:
TBQ #3: In paragraph 2, why was Parton tempted to throw up his hands over Jackson"?	Answer:	Evidence Found in Paragraph:
TBQ #4: Describe 3 ways in which Jackson is described as an enigma (provide definition in paragraph 1).	Answer:	Evidence Found in Paragraph:
TBQ #5: Based on Parton's text, was Jackson more "atrocious" or more "saint"? Use specific information from the reading to support your stand.	Answer:	Evidence Found in Paragraph:

Summarize the text in one sentence.

What is the author's point of view or purpose?

My point of view or opinion:

Jackson's Inauguration 1829

"Ladies fainted, men were seen with bloody noses and such a scene of confusion took place as is impossible to describe."

Margaret Smith



The crowd storms the White House

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 fixed on the front of that edifice, waiting the appearance of the President in the portico.

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, from Alexandria and Fort Warburton proclaim the oath he has taken and the hills reverberate the sound. It was grand, - it was sublime!

An almost breathless silence, succeeded and 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 oath was administered to him by the Chief Justice. The Marshal presented the Bible. The President took it from his hands, pressed his lips to it, laid it reverently down, then 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 and the multitude who attended him. . . 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 which had been provided for his return (for he had walked to the Capitol) then such a cortege as followed him! 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 immense crowd prevents Smith and her friends from entering the White House, so they walk to Smith's near-by home to rest. We rejoin her story three hours later as the group returns to the White House:

"But what a scene did we witness! The Majesty of the People had disappeared, and a rabble, a mob, of boys, negros [sic], 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, and the pressure was so great that Col. Bomford who was one said that at one time he was afraid they should have been pushed down, or on the President. It was then the windows were thrown open, and the torrent found an outlet, which otherwise might have proved fatal.

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."

References:

Margaret Bayard Smith's account appears in: Smith, Margaret Bayard, *The First Forty Years of Washington Society* (1906); Leish, Kenneth, (ed.) *The American Heritage Pictorial History of the Presidents of the United States*; Seale, William, *The President's House* vol. 1 (1986).

How To Cite This Article:

"The Inauguration of President Andrew Jackson, 1829", EyeWitness to History, www.eyewitnesstohistory.com (2007).

Name: _____

Class: _____

Title: _____ Author: _____

<p>TBQ #1: According to Ms. Smith's account, describe how the people who were waiting to see the new President conducted themselves?</p>	<p>Answer:</p>	<p>Evidence Found in Paragraph:</p>
<p>TBQ #2: Based on paragraph 4, how did the people express their approval of his presidency?</p>	<p>Answer:</p>	<p>Evidence Found in Paragraph:</p>
<p>TBQ #3: In the last paragraph, Jackson is identified as "<i>the People's President.</i>" Why?</p>	<p>Answer:</p>	<p>Evidence Found in Paragraph:</p>
<p>TBQ #3: Give specific details from Smith's account to describe the change in the tone (behavior) of the crowd.</p>	<p>Answer:</p>	<p>Evidence Found in Paragraph:</p>

<p>Summarize the text in one sentence.</p>	
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<p>What is the author's point of view or purpose?</p>	
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<p>My point of view or opinion:</p>	
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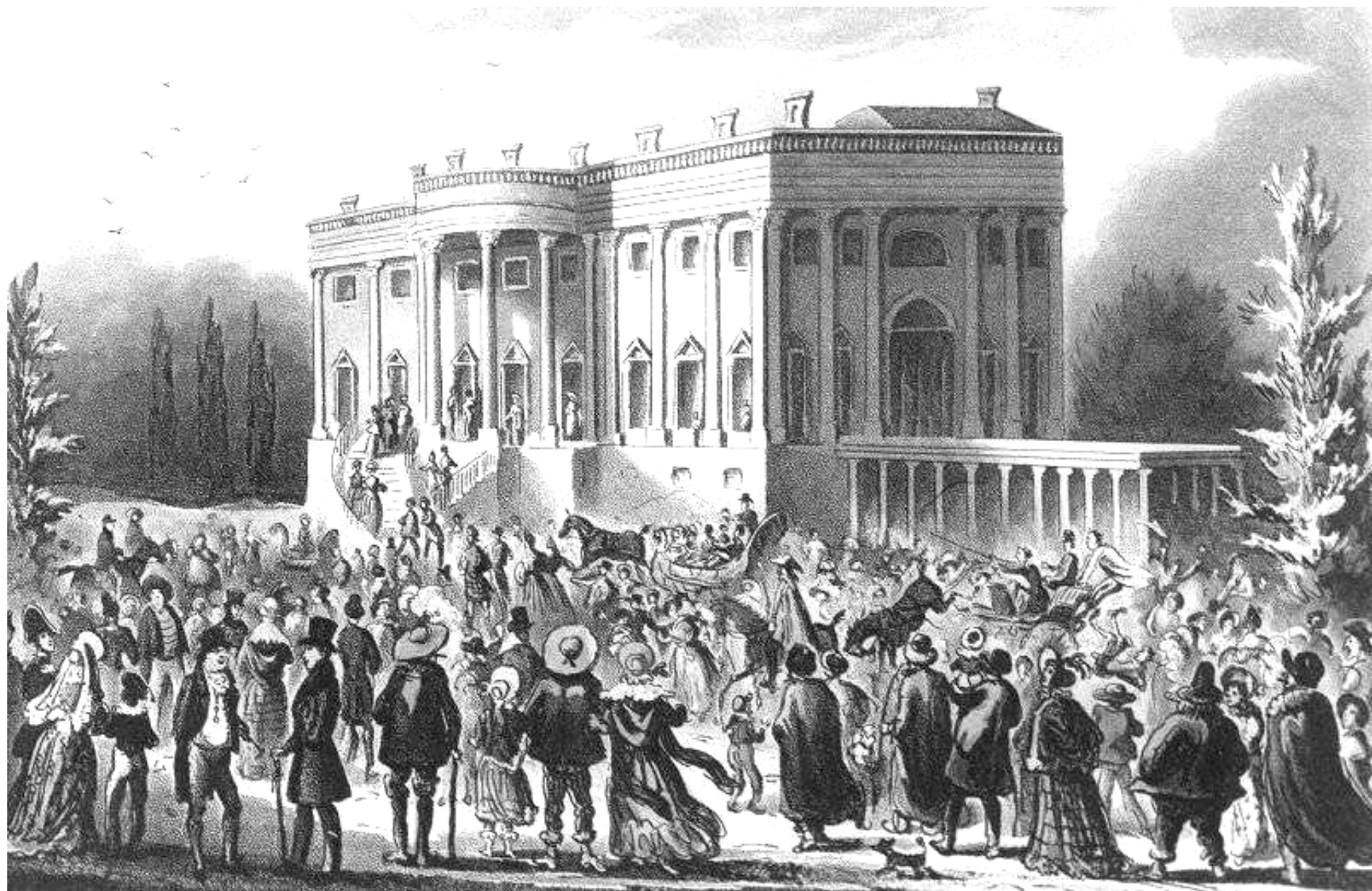


Photo Analysis Worksheet

Step 1. Observation

A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

B. Use the chart below to list people, objects, and activities in the photograph.

People	Objects	Activities

Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.

Step 3. Questions

A. What questions does this photograph raise in your mind?

B. Where could you find answers to them?

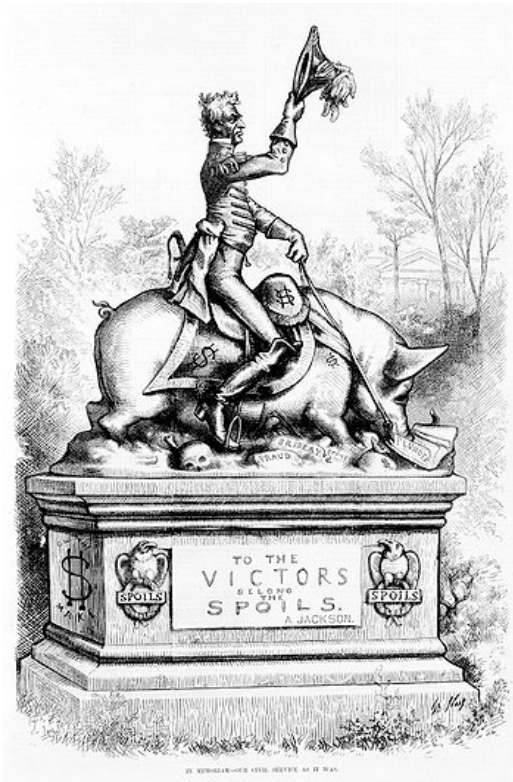
The Spoils System: The Power of the Presidency

Today presidents routinely appoint their supporters to head government departments and offices, but in Jackson's day many government positions were held by men who had been there since George Washington.

Even before his inauguration, Jackson planned to replace men he saw as corrupt federal employees with new appointees who could restore virtue and morality to government.

In his first message to Congress, he defended his right to remove people from government positions as a way to help the nation achieve its republican ideals.

"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," he asserted. Jackson called this process "rotation in office," but after Jacksonian Senator William Marcy proclaimed, "To the victor belongs the spoils," his adversaries called it the "Spoils System"



The "Spoils System"

The term "spoils system" was used by Jackson's opponents to describe Jackson's policy of removing political opponents from federal offices and replacing them with party loyalists. Jackson's predecessors had removed federal officeholders on a limited scale, but not nearly as extensively as did President Jackson starting in 1829. To Jackson (and all presidents that followed him), partisan loyalty was a more important job-qualification than competence or merit. A merit-based civil service system would not be implemented by the federal government until the 1880s.

From *Andrew Jackson: Good, Evil, & the Presidency* located at:
<http://www.pbs.org/kcet/andrewjackson/glossary/#spoilssystem>

Name: _____

Class: _____

Title: _____ Author: _____

TBQ #1: According to the opening paragraph, how would you compare the appointees of 21st presidents with those during "Jackson's Day?"	Answer:	Evidence Found in Paragraph:
TBQ #2: For what reasons did Jackson plan on replacing federal employees?	Answer:	Evidence Found in Paragraph:
TBQ #3: The author states that Jackson would like to "restore virtue and morality" with his new federal employees. According to the author, how did Jackson view past federal employees?	Answer:	Evidence Found in Paragraph:
TBQ #4: Do you find any contradictions between the following two quotes? Which quote do you support and why? <ul style="list-style-type: none">• <i>"Jackson supported a policy of removing political opponents from federal offices and replacing them with party loyalists."</i>• <i>"To Jackson partisan loyalty was a more important than job qualification than competence."</i>	Answer:	Evidence Found in Paragraph:

Summarize the text in one sentence.	
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What is the author's point of view or purpose?	
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My point of view or opinion:	
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In Memoriam—Our Civil Service as it was



From the Library of Congress Prints and Photographs Division

Cartoon showing statue of Andrew Jackson on a pig, which is over “fraud,” “bribery,” and “spoils,” eating plunder. Illustration by Thomas Nast and found in Harper’s Weekly, 1877 April 28, p. 325.

<http://lcweb2.loc.gov/cgi-bin/query/h?pp/PPALL:@field%28NUMBER+@1%28cph+3c00254%29%29>

Cartoon Analysis Worksheet

Level 1	
Visuals	Words (not all cartoons include words)
1. List the objects or people you see in the cartoon.	1. Identify the cartoon caption and/or title. 2. Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon. 3. Record any important dates or numbers that appear in the cartoon.
Level 2	
Visuals	Words
2. Which of the objects on your list are symbols? 3. What do you think each symbol means?	4. Which words or phrases in the cartoon appear to be the most significant? Why do you think so? 5. List adjectives that describe the emotions portrayed in the cartoon.
Level 3	
A. Describe the action taking place in the cartoon. B. Explain how the words in the cartoon clarify the symbols. C. Explain the message of the cartoon. D. What special interest groups would agree/disagree with the cartoon's message? Why?	

The Bank War of 1832— Two Views



ABOUT THE READING One of the big issues in the presidential election campaign of 1832 was the future of the national bank. While many Americans mistrusted the bank, the wealthy elite saw it as vital to the country's economy. The following excerpts reflect the views of each side.



As you read note how Jackson and Webster talk about the bank and the constitution.

President Andrew Jackson, July 10, 1832

The bank's supporters wanted to renew its charter before it was set to run out in 1836. When Congress sent President Jackson the bill, he vetoed it. To him the bank was a private institution that benefited only a few people. He was concerned that the government did not have enough control of the bank. He also thought it took away rights from state banks.

It is maintained by the **advocates** of the bank that its constitutionality in all its features ought to be considered as settled by **precedent** and by the decision of the Supreme Court. To this conclusion I can not assent. . .

The Congress, the Executive, and the Court must each for itself be guided by its own opinion of the Constitution. Each public officer who takes an oath to support the Constitution swears that he will support it as he understands it, and not as it is understood by others. It is as much the duty of the House of Representatives, of the Senate, and of the President to decide upon the constitutionality of any bill or resolution which may be presented to

VOCABULARY

advocates supporters
precedent prior law
distinctions differences
industry hard work
gratuities favors

Each branch of government should decide on the constitutionality of laws.

Source: James D. Richardson, ed., *A Compilation of the Messages and Papers of the Presidents, 1789-1908* (Washington, DC: Government Printing Office, 1908), II: 576-591.

them for passage or approval as it is of the supreme judges when it may be brought before them for judicial decision. The opinion of the judges has no more authority over Congress than the opinion of Congress has over the judges, and on that point the President is independent of both. . .

It is to be regretted that the rich and powerful too often bend the acts of government to their selfish purposes. **Distinctions** in society will always exist under every just government. . . In the full enjoyment of the gifts of Heaven and the fruits of superior **industry**, economy, and virtue, every man is equally entitled to protection by law; but when the laws undertake to add to these natural and just advantages artificial distinctions, to grant titles, gratuities, and exclusive privileges, 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. There are no necessary evils in government. Its evils exist only in its abuses. If it would confine itself to equal protection, and, as Heaven does its rains, shower its favors alike on the high and the low, the rich and the poor, it would be an unqualified blessing. In the act before me there seems to be a wide and unnecessary departure from these just principles.

When laws favor those with wealth and power people without those advantages have a right to complain.

A good government would treat all people equally.

WHAT DID YOU LEARN?

1. Why does Jackson think he has the right to decide if the bank bill is constitutional?

2. How do Jackson’s ideas reflect the interests of those who support him?

Senator Daniel Webster, July 11, 1832

Webster was one of the main supporters of the bank. He was not running for president himself, but he supported Henry Clay who was running against Jackson. The excerpt below is from Webster's speech responding to Jackson's veto. In other parts of the speech, he spoke of the ways the bank helped the economy.

But if the President thinks lightly of the authority of Congress, in **construing** the constitution, he thinks still more lightly of the authority of the Supreme Court. He asserts a right of individual judgment on constitutional questions, which is totally inconsistent with any proper administration of the Government, or any regular **execution** of the laws. Social disorder, entire uncertainty in regard to individual rights and individual duties, the cessation of legal authority, confusion, the dissolution of free Government—all these are the inevitable consequences of the principles adopted by the message, whenever they shall be carried to their full extent. . .

It is to be remembered, sir, that it is the present law, it is the Act of 1816, it is the present charter of the bank, which the President pronounces to be unconstitutional. It is no bank to be created, it is no law proposed to be passed; which he denounces; it is the law now existing, passed by Congress, approved by President Madison, and sanctioned by a solemn judgment of the Supreme Court which he now declares unconstitutional, and which, of course, so far as it may depend on him, cannot be executed.

If these opinions of the President be maintained, there is an end of all law and all judicial authority. **Statutes** are but recommendations, judgments no more than opinions. Both are equally **destitute** of binding force. Such a universal power as is now claimed for him, a power of judging over the laws, and over the decisions of the tribunal, is nothing

Source: *Register of Debates in Congress*, 22nd Cong., 1st sess., 1221–1240. [Found 10/20/04 on http://www.whitehousehistory.org/04/subs/04_b_1832.html]

VOCABULARY**construing** interpreting**execution** carrying out**statutes** laws**destitute** lacking**enacted** approved

Jackson's ideas will cause great social unrest and an end to law if they are carried out.

Jackson is calling a law that has been in effect for 16 years invalid.

Jackson claims power over the Congress and the Supreme Court. He is acting like an absolute ruler.

else but pure despotism. If conceded to him, it makes him, at once, what Louis the Fourteenth proclaimed himself to be, when he said, “I am the State.” . . .

Louis the Fourteenth was king of France from 1643 to 1715.

If that which Congress has **enacted** be not the law of the land, then the reign of law has ceased, and the reign of individual opinion has already begun.

WHAT DID YOU LEARN?

1. What does Webster think will happen because of Jackson’s veto?

2. Why does Webster refer to the bank’s support by past law in his speech?

MAKE A COMPARISON

1. In what ways do Jackson and Webster have different views about the Constitution?

2. This debate took place in the middle of an election campaign. How do you think this timing affected each man’s message?

The Bank War of 1832

Background Information:

President Andrew Jackson's Point of View:

Senator Daniel Webster's Point of View:

Who do you agree with? Why?

Name: _____

Class: _____

Title: _____ Author: _____

<p>TBQ #1: Define “advocates” as used in Line 1.</p>	<p>Answer:</p>	<p>Evidence Found in Paragraph:</p>
<p>TBQ #2: In what other President’s administration have you seen the term “precedent”?</p>	<p>Answer:</p>	<p>Evidence Found in Paragraph:</p>
<p>TBQ #3: What does the legal term “precedent” mean in line 3 of Jackson’s argument against the national bank?</p>	<p>Answer:</p>	<p>Evidence Found in Paragraph:</p>
<p>TBQ #4: What is Jackson’s argument in paragraph 1 against the constitutionality of the national bank?</p>	<p>Answer:</p>	<p>Evidence Found in Paragraph:</p>
<p>TBQ #5: In the last paragraph what does Jackson mean by the statement, “There are no necessary evils in government. It evils exist only in its abuses.”? How does this paragraph reflect the will of the common man who so admired Jackson?</p>	<p>Answer:</p>	<p>Evidence Found in Paragraph:</p>

Name: _____

Class: _____

<p>TBQ #6: In lines 1-7 of Senator Daniel Webster, July 11, 1832, what is Webster's main argument against Jackson's condemnation of the national bank?</p>	<p>Answer:</p>	<p>Evidence Found in Paragraph:</p>
<p>TBQ #7: In the second paragraph of Webster's piece, he warns that if the President's will be maintained there would be "an end of all law and judicial authority. Statutes are but recommendation, judgments no more than opinions. Both are equally destitute of binding force." Define "statutes." Define "destitute." How valid do you consider Webster's argument? Do you agree with his remise? Why or Why not?</p>	<p>Answer:</p>	<p>Evidence Found in Paragraph:</p>

<p>Summarize the text in one sentence.</p>	
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<p>What is the author's point of view or purpose?</p>	
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<p>My point of view or opinion:</p>	
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BORN TO COMMAND.

OF VETO MEMORY.



HAD I BEEN CONSULTED.

KING ANDREW THE FIRST.

SUMMARY: A caricature of Andrew Jackson as a despotic monarch, probably issued during the Fall of 1833 in response to the President's September order to remove federal deposits from the Bank of the United States. The print is dated a year earlier by Weitenkampf and related to Jackson's controversial veto of Congress's bill to recharter the Bank in July 1832. However, the charge, implicit in the print, of Jackson's exceeding the President's constitutional power, however, was most widely advanced in connection not with the veto but with the 1833 removal order, on which the President was strongly criticized for acting without congressional approval. Jackson, in regal costume, stands before a throne in a frontal pose reminiscent of a playing-card king. He holds a "veto" in his left hand and a scepter in his right. The Federal Constitution and the arms of Pennsylvania (the United States Bank was located in Philadelphia) lie in tatters under his feet. A book "Judiciary of the U[nited] States" lies nearby. Around the border of the print are the words "Of Veto Memory", "Born to Command" and "Had I Been Consulted."

1. What document is President Jackson standing on? What presidential power is represented in the cartoon?
2. What does this cartoon suggest about Jackson's attitude toward the Constitution?
3. How does this cartoon particularly comment on Jackson's use of presidential power?
4. Based upon your knowledge of Jackson's Presidency, why specifically does he stand on a tattered copy of the United States Constitution and the arms of Pennsylvania?
5. Interpret the comments that surround the political cartoon: *Born to Command*, *Had I been Consulted*, *King Andrew the First*, *Of Veto Memory*.

CREATED/PUBLISHED: [New York? : s.n.], 1833.

Cartoon Analysis Worksheet

Level 1	
Visuals	Words (not all cartoons include words)
1. List the objects or people you see in the cartoon.	1. Identify the cartoon caption and/or title. 2. Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon. 3. Record any important dates or numbers that appear in the cartoon.
Level 2	
Visuals	Words
2. Which of the objects on your list are symbols? 3. What do you think each symbol means?	4. Which words or phrases in the cartoon appear to be the most significant? Why do you think so? 5. List adjectives that describe the emotions portrayed in the cartoon.
Level 3	
A. Describe the action taking place in the cartoon. B. Explain how the words in the cartoon clarify the symbols. C. Explain the message of the cartoon. D. What special interest groups would agree/disagree with the cartoon's message? Why?	

Primary Source

Jackson's Message to Congress on Indian Removal

Like Thomas Jefferson before him, Andrew Jackson regarded the proliferation of independent, white farmers as the key to the continued prosperity of the United States. Americans, to be really free and self-reliant, needed to own their own land. But with population rising, this required each new generation to move farther west, onto lands that in many cases were already occupied by Native Americans. In Jackson's eyes, because whites grew crops and built settlements, while Indians mostly hunted, there was no doubt about who would make better use of the lands. Indians, Jackson predicted, would inevitably suffer from contact with these land-hungry whites, making it in their own best interest to move west of the Mississippi River. The following excerpt is taken from Jackson's second annual message to Congress, months after the passage of the Indian Removal Act of 1830.

The consequences of a speedy removal will be important to the United States, to individual States, and to the Indians themselves. The pecuniary advantages which it promises to the Government are the least of its recommendations. It puts an end to all possible danger of collision between the authorities of the General and State Governments on account of the Indians. It will place a dense and civilized population in large tracts of country now occupied by a few savage hunters. By opening the whole territory between Tennessee on the north and Louisiana on the south to the settlement of the whites it will incalculably strengthen the southwestern frontier and render the adjacent States strong enough to repel future invasions without remote aid. It will relieve the whole State of Mississippi and the western part of Alabama of Indian occupancy, and enable those States to advance rapidly in population, wealth, and power. It will separate the Indians from immediate contact with settlements of whites; free them from the power of the States; enable them to pursue happiness in their own way and under their own rude institutions; will retard the progress of decay, which is lessening their numbers, and perhaps cause them gradually, under the protection of the Government and through the influence of good counsels, to cast off their savage habits and become an interesting, civilized, and Christian community.

Name: _____

Class: _____

Title: _____ Author: _____

<p>TBQ #1:</p> <p>Why did Jackson feel whites would make better use of the land than Native Americans?</p>	<p>Answer:</p>	<p>Evidence Found in Paragraph:</p>
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<p>TBQ #2:</p> <p>According to Jackson, why did he believe removal would benefit the Native Americans?</p>	<p>Answer:</p>	<p>Evidence Found in Paragraph:</p>
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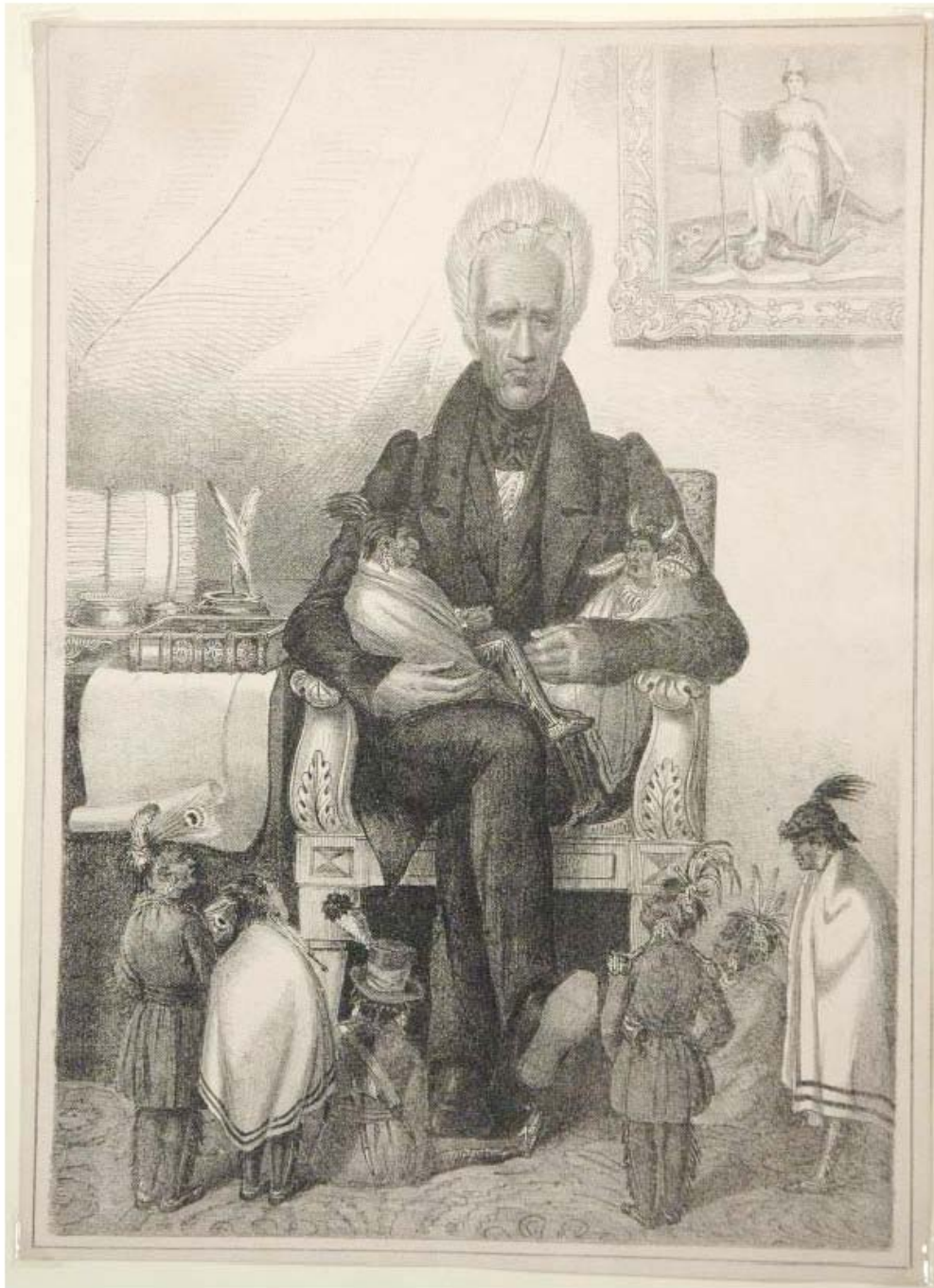
<p>Summarize the text in one sentence.</p>	
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<p>What is the author's point of view or purpose?</p>	
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<p>My point of view or opinion:</p>	
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Great Father to the Indians

Lithograph by unidentified artist satirizing Jackson as the Great Father to the Native Americans. (Undated)



1. How does the artist portray the different Native Americans?
2. Is Jackson shown in a positive or negative way in this lithograph?

Cartoon Analysis Worksheet

Level 1	
Visuals	Words (not all cartoons include words)
1. List the objects or people you see in the cartoon.	1. Identify the cartoon caption and/or title. 2. Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon. 3. Record any important dates or numbers that appear in the cartoon.
Level 2	
Visuals	Words
2. Which of the objects on your list are symbols? 3. What do you think each symbol means?	4. Which words or phrases in the cartoon appear to be the most significant? Why do you think so? 5. List adjectives that describe the emotions portrayed in the cartoon.
Level 3	
A. Describe the action taking place in the cartoon. B. Explain how the words in the cartoon clarify the symbols. C. Explain the message of the cartoon. D. What special interest groups would agree/disagree with the cartoon's message? Why?	

Indian Removal



The year after President Andrew Jackson left office, the majority of the Cherokee people were forced from their ancestral homeland and escorted to current day Oklahoma, then the frontier of American civilization, on what became known as the "Trail of Tears." The Cherokee, like all other Indian tribes east of the Mississippi River, had been under heavy pressure to give up their lands in the east in exchange for lands in the west. Bitterly opposed by the tribes, this "Indian removal"

policy was nonetheless implemented by threats and coercion. The removal of the Indians opened new territories for white settlement and allowed white farmers free to fulfill the dream, outlined by Jackson in 1830 in a message to Congress, of an "extensive Republic, studded with cities, towns, and prosperous farms, occupied by more than 12 million happy people, and filled with the blessing of liberty, civilization, and religion."

"What sort of hope have we from a president with an inclination to disregard laws and treaties? We have nothing to expect from such a president."

—Elias Boudinote, the Cherokee Nation

Like Jefferson before him, Jackson regarded the expansion of independent, white farmers as the key to the continued success of the United States. So important was this goal to Jackson, that he slighted the accomplishments of the Cherokee Nation, and defied a Supreme Court ruling that recognized the Cherokees' right to remain on their lands.

Indian Removal Act

In 1830, Congress narrowly passed the Indian Removal Act, which funded and legalized what essentially produced the forced, westward migration of Native Americans. Historian Kathryn Braund recognizes the importance of the Act to Southern politicians and landowners: "In order to keep expanding the cotton and slave economy, Americans needed Indian land."

Many white Americans had deep-seated fear of Native Americans, in part because earlier Indian hostilities against white settlers by Indians had received enormous publicity for decades, while brutal treatment of Native Americans by whites had been ignored. Many whites completely ignored the fact that the Indians of the southeast had adopted many ideals of the dominant culture, including literacy and Christianity—as well as a commercial agriculture and race-based slavery. When they were removed from Georgia, a far higher percentage of Cherokees could read and write than could the white settlers who took their land. What many Americans seemed to fear and resent most was lack of access to prime agricultural land that, under Indian sovereignty, would forever remain beyond their reach. And what many Americans seemed to respect the least was their own constitution and the rights of a culturally distinct minority.

Name: _____

Class: _____

Title: _____ Author: _____

TBQ #1: How did the removal of the Indians benefit the white settlers and farmers?	Answer:	Evidence Found in Paragraph:
TBQ #2: What did the Indian removal Act do?	Answer:	Evidence Found in Paragraph:
TBQ #3: Why were Americans afraid of Native Americans?	Answer:	Evidence Found in Paragraph:

Summarize the text in one sentence.	
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What is the author's point of view or purpose?	
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My point of view or opinion:	
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The Trail of Tears, by Robert Lindneux 1942

Painting Analysis Worksheet

Step 1. Observation

A. Study the painting for 2 minutes. Form an overall impression of the painting and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

B. Use the chart below to list people, objects, and activities in the painting.

People	Objects	Activities

Step 2. Inference

Based on what you have observed above, list three things you might infer from this painting.

Step 3. Questions

A. What questions does this painting raise in your mind?

B. Where could you find answers to them?

Primary Source

Jackson's Proclamation on Nullification

In November 1832 South Carolinians meeting in Convention formally “nullified” federal laws taxing imports, on the grounds that they were unconstitutional and therefore not binding. South Carolina threatened to withdraw from the Union if the federal government attempted to coerce it into submission. Civil war seemed imminent: the state militia was called up, Charleston harbor was fortified, and the federal army was prepared to march on South Carolina. It was up to Jackson to resolve the crisis. Instead of reacting in anger, as he had so many times before, he wrote a “Proclamation,” a personal appeal directed to the people of South Carolina. He reminded them that the union was composed not of states, but of “the people.” The following excerpt is taken from the conclusion of the “Proclamation.”

Fellow-citizens of the United States, the threat of unhallowed disunion, the names of those once respected by whom it is uttered, the array of military force to support it, denote the approach of a crisis in our affairs on which the continuance of our unexampled prosperity, our political existence, and perhaps that of all free governments may depend. The conjuncture demanded a free, a full, and explicit enunciation, not only of my intentions, but of my principles of action; and as the claim was asserted of a right by a State to annul the laws of the Union, and even to secede from it at pleasure, a frank exposition of my opinions in relation to the origin and form of our Government and the construction I give to the instrument by which it was created seemed to be proper. Having the fullest confidence in the justness of the legal and constitutional opinion of my duties which has been expressed, I rely with equal confidence on your undivided support in my determination to execute the laws, to preserve the Union by all constitutional means, to arrest, if possible, by moderate and firm measures the necessity of a recourse to force; and if it be the will of Heaven that the recurrence of its primeval curse on man for the shedding of a brother's blood should fall upon our land, that it be not called down by any offensive act on the part of the United States.

Source: James D. Richardson, ed., *A Compilation of the Messages and Papers of the Presidents* (Washington, DC: Government Printing Office, 1896), vol. 2, pp. 655-656.

Name: _____

Class: _____

Title: _____ Author: _____

TBQ #1: What does President Jackson mean by “unhallowed disunion” in Line 1 and “explicit enunciation” in line 5?	Answer:	Evidence Found in Paragraph:
TBQ #2: On what three measures does Jackson “rely with equal confidence”?	Answer:	Evidence Found in Paragraph:
TBQ #3: Compare the issue that propelled this crisis with the conflict that occurred between Federalists and Anti-Federalists during the 1790’s.	Answer:	Evidence Found in Paragraph:

Summarize the text in one sentence.	
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What is the author’s point of view or purpose?	
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My point of view or opinion:	
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Primary Source

John C. Calhoun Statement on Nullification

In late 1832 John C. Calhoun resigned the vice-presidency, months before his term was set to expire, in order to accept a seat in the U. S. Senate representing his home state of South Carolina. For the next two decades, Calhoun would use his voice and vote in the Senate to advocate for states' rights, in particular for the right of Southern states to regulate slavery (their "peculiar domestick institution") free from outside interference. The following excerpt is drawn from a September 11, 1830, letter that Calhoun wrote to Virgil Maxcy, a political ally from Maryland. In it, Calhoun explains, with a remarkable degree of candor, that the doctrine of nullification aimed, above all else, at protecting the institution of slavery.

I consider the Tariff, but as the occasion, rather than the real cause of the present unhappy state of things. The truth can no longer be disguised, that the peculiar domestick institution of the Southern States, and the consequent direction, which that and her soil and climate have given to her industry, have placed them in regard to taxation and appropriations in opposite relation to the majority of the Union; against the danger of which, if there be no protective power in the reserved rights of the States, they must in the end be forced to rebel, or submit to have their permanent interests sacraficed, their domestick institutions subverted by Colonization and other schemes, and themselves & children reduced to wretchedness. Thus situated, the denial of the right of the State to interfere constitutionally in the last resort, more alarms the thinking, than all other causes.

Source: John C. Calhoun to Virgil Maxcy, September 11, 1830. Galloway-Maxcy-Markoe Papers, volume 35, Manuscript Division, Library of Congress.

Name: _____

Class: _____

Title: _____ Author: _____

TBQ #1: What particular "states' right" did John C. Calhoun advocate?	Answer:	Evidence Found in Paragraph:
TBQ #2: Define "candor."	Answer:	Evidence Found in Paragraph:
TBQ #3: What does Calhoun mean when he states that <i>"the peculiar domestic institution of the Southern States, and the consequent direction, which that and her soil and climate have given to her industry, have placed them in regard to taxation and appropriations in opposite relation to the majority of the Union."</i>	Answer:	Evidence Found in Paragraph:
TBQ #4: What pressing issues today would illustrate an example of conflict between the national government and state governments?	Answer:	Evidence Found in Paragraph:

Summarize the text in one sentence.	
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What is the author's point of view or purpose?	
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My point of view or opinion:	
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The Nullification Crisis of 1832

Background Information:

President Andrew Jackson's Proclamation on Nullification:

John C. Calhoun's Statement on Nullification:

Who do you agree with? Why?

Primary Source

James Parton's Description of Jackson

In 1860, less than fifteen years after the death of Andrew Jackson, the journalist James Parton wrote the first scholarly biography of the seventh president. In the preface to his book, Parton notes the difficulties that attended the research he conducted on Jackson. Parton found that the different accounts of Jackson that he read did not agree with one another. Jackson, apparently, was a man of many faces, some of which contradicted each other. In the following excerpt, Parton explains how, after years of study, instead of discovering the real Andrew Jackson he found an enigma.

For many months I was immersed in this unique, bewildering collection, reading endless newspapers, pamphlets, books, without arriving at any conclusion whatever. If any one, at the end of a year even, had asked what I had yet discovered respecting General Jackson, I might have answered thus: "Andrew Jackson, I am given to understand, was a patriot and a traitor. He was one of the greatest of generals, and wholly ignorant of the art of war. A writer brilliant, elegant, eloquent, without being able to compose a correct sentence, or spell words of four syllables. The first of statesmen, he never devised, he never framed a measure. He was the most candid of men, and was capable of the profoundest dissimulation. A most law-defying, law-obeying citizen. A stickler for discipline, he never hesitated to disobey his superior. A democratic autocrat. An urbane savage. An atrocious saint." So difficult is it to attain information respecting a man whom two thirds of his fellow citizens deified, and the other third vilified, for space of twelve years or more.

Source: James Parton, *The Life of Andrew Jackson. In Three Volumes* (New York: Mason Brothers, 1860), vol. 1, pp. vii-viii.

Name: _____

Class: _____

Title: _____ Author: _____

<p>TBQ #1: Based on the introductory paragraph and using context clues, define what is meant by the term "enigma."</p>	<p>Answer:</p>	<p>Evidence Found in Paragraph:</p>
<p>TBQ #2: List 3 examples that Parton provides to prove that Jackson was an enigma.</p>	<p>Answer:</p>	<p>Evidence Found in Paragraph:</p>
<p>TBQ #3: Based on Parton's examples, which do you feel most accurately portrays Jackson. Provide details to support this claim.</p>	<p>Answer:</p>	<p>Evidence Found in Paragraph:</p>

<p>Summarize the text in one sentence.</p>	
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<p>What is the author's point of view or purpose?</p>	
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<p>My point of view or opinion:</p>	
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Should Andrew Jackson be on the Twenty-dollar Bill?

Historians continue to debate the merits of the decisions and actions taken by President Andrew Jackson during his two terms in office. Living between the Revolutionary War and the Civil War, Jackson played a central role in virtually all of the controversial issues of his time-Indian removal, economic reform, states' rights, and slavery.

Overshadowed in popular culture by the Founding Fathers and even wartime Presidents Abraham Lincoln and Franklin Roosevelt, Jackson nonetheless played a pivotal role in America's development. In 1929, the Treasury Department replaced Grover Cleveland's portrait on the twenty-dollar bill with that of Jackson, a nice bit of irony considering Jackson's opposition to paper money. Today, some people advocate replacing Jackson's image with that of some other prominent American, such as Martin Luther King or even President Ronald Reagan.



Andrew Jackson played a significant role in democratizing American government and society. He increased the power of the president, sparked a significant increase in voting, and had a personal popularity not seen since George Washington. However, while promoting his agenda and gaining the respect of white workers and farmers, he ordered the removal of Native Americans from their ancestral lands and started a dramatic expansion of slavery. While there is no record of the process that placed him on the \$20 bill in the early 1900's, his presence in our wallets continues to be controversial. Jackson was an enigma who enjoyed widespread popular support but always faced extreme criticism.

CCLS Thinking Map (WHST 1)

Topic: _____

Date: _____

My Point of View on the Topic:

My Thesis Statement (claim):

Reason(s) that Support Thesis	Text Quote/Citation

Reason(s) that Support Thesis	Text Quote/Citation

Facts/Claims that Contradict Thesis	How will you address this counterclaim?

Conclusion Statement:

Scoring Guide for Argumentative Essay

Criteria	Level 4	Level 3	Level 2	Level 1
Thesis statement of argument presented	Student's thesis is a clear, arguable, well defined, and well developed statement of position.	Student's thesis is a clear, arguable, well defined and a somewhat developed statement of position	Student's thesis is an outline of points; it is not an arguable statement of position.	Student's essay does not have a thesis
Development and Evidence of Claims	Student presents and synthesizes relevant textual evidence from at least three informational sources to support the argument.	Student presents relevant textual evidence from at least two informational sources to support the argument and makes an attempt at synthesis.	Student presents textual evidence that is related but does not support the argument.	Student provides no textual evidence to support the argument.
Development and Evidence of Counter Claims	Student presents and synthesizes relevant textual evidence that clearly refute counter claims.	Student presents relevant textual evidence that refutes counterclaims and makes an attempt at synthesis.	Student presents textual evidence that is related but does not refute the counterclaim.	Student provides no textual evidence to refute the counterclaim.
Use of formal argumentative writing style	Student introduces topic clearly, ideas are organized using transitions to clarify relationships among ideas. Conclusion relates directly to the argument presented. Text maintains a formal style throughout.	Student introduces topic clearly and ideas are organized using transitions that are limited but appropriate. There is a concluding statement, however, it may be unexplained or not well developed. Text is mostly writing in formal style.	Student introduces a topic. Transitional words are limited or used inappropriately. There is no conclusion statement in the text. Formal style is not sufficiently maintained.	Student's text does not contain an introduction or conclusion. There are no transitions that help to clarify relationships among ideas. The text is written in an informal style.