Lesson Topic | Jacksonian Democracy and the Presidency of Andrew Jackson
---|---
SC Standards and Indicators | USHC-2.1 Summarize the impact of the westward movement on nationalism and democracy, including the expansion of the franchise, the displacement of Native Americans from the southeast and conflicts over states’ rights and federal power during the era of Jacksonian democracy as the result of major land acquisitions such as the Louisiana Purchase, the Oregon Treaty, and the Mexican Cession.
Lesson Materials | Smart Board, PowerPoint with numerous historical images
Primary Source documents: Alexis de Tocqueville’s *Democracy in America* [www.docsteach.org](http://www.docsteach.org)

Lesson Set

**Content Objective(s)** The students will demonstrate an understanding of the impact of the westward movement on nationalism and democracy, including the expansion of the franchise, the displacement of Native Americans from the southeast and conflicts over states’ rights and federal power during the era of Jacksonian democracy as the result of major land acquisitions such as the Louisiana Purchase, the Oregon Treaty, and the Mexican Cession.

**Literacy Objective(s)** Use local texts, photographs, and documents to observe and interpret social studies trends and relationships
Interpret calendars, time lines, maps, charts, tables, graphs, flow charts, diagrams, photographs, paintings, cartoons, architectural drawings, documents, letters, censuses, and other artifacts
Locate, gather, and process information from a variety of primary and secondary sources including maps
Use a variety of media to develop and organize integrated summaries of social studies information
Lesson Importance

This lesson stresses the shift in both American social and political history. With the rise of the common man came a new political arena and language. Jackson too expanded executive power, preserved the Union, while challenging checks and balances. He is perhaps the best example of why a popular president may not necessarily be an effective president.

Connections to prior and future learning

Students will have read the section in the textbook the night before dealing with this specific content. This lesson will build upon their familiarity they have with Jacksonian Era from the reading. It will also discuss the shift from Jeffersonian Democracy to Jacksonian Democracy. This lesson has the students analyses several primary documents as the weight the evidence on Jackson's presidency.

Anticipatory Set/Hook (Engage)

THINK PAIR SHARE: What qualities make a great president? What responsibilities must be upheld? Should the president guide the people or be guided by the will of the people? Is there a person that symbolizes the current era?

Skill Development

Initial "explain" portion of the lesson. Introduce vocabulary, explain/demonstrate/model the skill required for the literacy objective, introduce content components.

The content portion is only a brief introduction, the bulk of the student learning will take place during the guided practice activity.

| Introduce content components | Primary Source: Excerpts from *Democracy in America* by Alexis de Tocqueville
Read through the following quotes and excerpts by Tocqueville. Each of these touches and speaks to a theme prevalent in early 19th century America. Some discuss mobility, ambition, education, literacy, equality, money, government, associations of people, westward expansion, humility, power, religion, etc. Identify which theme or themes these quotes address and explain how this relates to Jacksonian Democracy and a changing America.

NOTE: 25 quotes are provided for the teacher to subtract as they see fit. 10-15 should suffice for most classes.

Class will go over these quotes as a way to introduce the lesson and engage students. |

| "I do" Skill from literacy objective introduce/explain/model | Teacher will conduct class discussion/presentation/Socratic Questioning on the rise of Jackson, the expansion of male suffrage, a changing American society, Jacksonian Democracy, Nullification, Indian Removal, the Bank Wars, westward expansion, etc. using a PowerPoint from Historyteacher.net (http://www.pptpalooza.net - Andrew Jackson) Smart Board Presentation has numerous images, map, photo |
to engage students in discussion. Students take notes and respond to teachers Socratic questions throughout.

Guided Practice

This is the inquiry portion of the lesson, student-centered & often cooperative learning strategies used, teacher acting as facilitator, also known as *Explore*.

<table>
<thead>
<tr>
<th>“We do” Activity Description</th>
<th><a href="http://www.docsteach.org">www.docsteach.org</a> – from The National Archives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Include student “explore” components and opportunities for them to explain their learning.</td>
<td>docsteach.org/activities/7347/detail - Was Andrew Jackson an American Hero or an American Zero?</td>
</tr>
</tbody>
</table>

NOTE: Prior to this activity the teacher and students should have an account established which takes minimal time.

**Documents in this activity:**

- Register of Cherokee Indians Who Have Emigrated to the West of the Mississippi
- South Carolina Nullification Ordinance
- President Andrew Jackson’s Proclamation Regarding the Nullification Crisis
- Tally of the 1824 Electoral College Vote
- Memorial from the ladies of Steubenville, Ohio, protesting Indian removal
- Cherokee Treaty at New Echota, Georgia, December 29, 1835 (Ratified Indian Treaty)
- Andrew Jackson
- Selection from President Andrew Jackson’s Veto of the Bank Recharter Bill
- An Act to Modify and Continue the Act entitled ‘An Act to incorporate the subscribers to the Bank of the United States,” returned by President Andrew Jackson with his objections
- Henry Clay’s Resolutions on the Removal of Deposits from the Bank of the United States
- An Ordinance of the State of South Carolina to nullify an act of the Congress of the United States entitled “An Act further to provide for the collection of duties and imports” commonly called the force bill
<table>
<thead>
<tr>
<th>Checking for Understanding-“Informal” Assessment</th>
<th>Teacher will use Socratic questioning to check for understanding. Any misinterpretations will be corrected to insure correct content.</th>
</tr>
</thead>
</table>

**Closure**

Teacher will re-visit content and answer students’ questions developed during the Guided Practice component. Summarize the lesson, clarify content, and revisit content and literacy objectives.

**Content Solidified**

Class will then resume class discussion / presentation to see how Jackson's presidency was evaluated by his contemporaries and to understand the legacy of his time in office.

Concluding questions:
- Why did we come up with different opinions of Jackson even though we looked at the same documents?
- How did working with these documents change our understanding of history?
- How would you teach others to evaluate and analysis documents?

**Independent Practice**

“You Do”

Writing Response: Was Andrew Jackson the first People’s President or King Andrew?
Students will continue the chapter reading to be ready for tomorrow's class discussion.
Take notes using a Cornell Outline.
Summative/ “Formal” Assessment

| Assessment       | Summative – reading check quiz  
|                 | Q&A class discussion          
|                 | Formal – Writing Response: Was Andrew Jackson the first People’s  
|                 | President or King Andrew?     |

Differentiation

<table>
<thead>
<tr>
<th>During Lesson</th>
<th>Students will have access to notes. Teacher will stress and underline on the Smart Board important content. Heavy use of images to concentrate material. Groups will be selected by teacher to insure that weak students work with stronger students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td>Teacher will provide copy of power point notes to students who require them. Study guided reading material is provided for struggling students.</td>
</tr>
</tbody>
</table>

Citations:

Excerpts from Alexis de Tocqueville’s *Democracy in America*

“I confess that in America I saw more than America; I sought the image of democracy itself, with its inclinations, its character, its prejudices, and its passions, in order to learn what we have to fear or hope from its progress.”

**Background:**

In 1831, a young Frenchmen named Alexis de Tocqueville, received permission to travel to the U.S. for the purpose of studying the U.S. prison system. He was at odds with the new French government of Louis Philippe, and was looking for an excuse to leave France. He was also intrigued with the notion of American democracy and eager to see and experience the country. So Tocqueville, then only 25 spent nine months traveling throughout the U.S. in search of America’s essence. He ventured as far west as Michigan where guides led him through the unspoiled wilderness. They headed south to New Orleans, risking his life to travel during the worst winter in years. But the majority of his time was spent in Boston, New York and Philadelphia; where he was warmly received by the elite and had little difficulty arranging meetings with some of the most prominent and influential thinkers of the early 19th century. He recorded his thoughts and observations on America’s social and political institutions, and reported meticulously on the structure of government and the judicial system. *Democracy in America*, the book that resulted from his journey, set the stages for discussions about democracy that are still being carried on today.

**Directions:** Read through the following quotes and excerpts by Tocqueville. Each of these touches and speaks to a theme prevalent in early 19th century America. Some discuss mobility, ambition, education, literacy, equality, money, government, associations of people, westward expansion, humility, power, religion, etc. Identify which theme or themes these quotes address and explain how this relates to Jacksonian Democracy and a changing America.

1. “I know no other country where love of money has such a grip on men’s hearts. One usually finds that love of money is either the chief or secondary motive at the bottom of everything Americans do. It is odd to watch with what feverish ardor the Americans pursue prosperity and how they are tormented by the shadowy suspicion that they may not have chosen the shortest route to get it.”
2. “The present day American republics are like companies of merchants formed to exploit the empty lands of the New World, and prosperous commerce is their occupation... At the end of the last century a few bold adventures began to penetrate into the Mississippi valley. It was like a new discovery of America, soon most of those who were immigrating went there; previously unheard of communities suddenly sprang up in the wilderness. And there one could find democracy in its most extreme form.”

3. “An American will build a house in which to pass old age and sell it before the roof is on. He will plant a garden and rent it just as the trees are coming into bearing; he will clear a field and leave others to reap the harvest; he will take up a profession and leave it, settle in one place and soon go off elsewhere with his changing desires. I his private business allow him a moment’s relaxation; he will plunge at once into a whirlpool of politics. Then, if at the end of the year crammed with work he has a little spare leisure, his restless curiosity goes with him traveling up and down the vast territories of the United States. Thus he will travel five hundred miles in a few days as a distraction from his happiness.”

4. “Two years ago the inhabitants of the district of which Memphis is the capital sent to the House of Representatives in Congress an individual named David Crockett... who has no education, can read with difficulty, has no property, no fixed residence, but passes his life hunting, selling his game to live, and dwelling continuously in the woods.”

5. “An American trusts fearlessly in his own power, which seems to him sufficient for everything.”

6. “Every American is eaten up with longing to rise, but hardly any of them seem to entertain very great hopes or to aim very high. Few conceive such things on a grand scale.”

7. “A passion stronger than love of life goads him on. An almost limitless continent stretches before him, and he seems in such a hurry not to arrive too late that one might think him afraid of finding no room left.”

8. “Daily, little by little, the inhabitants of the United States are filtering into Texas, acquiring land there, and, though submitting to the country’s laws, establishing there the empire of their language and mores. The province of Texas is still under Mexican rule, but soon there will, so to say, be no more Mexicans there.”
9. “He wears the clothes and talks the language of town; he is aware of the past, curious about the future, and ready to argue about the present; he is a very civilized man prepared for a time to face life in the forests, plunging into the wilderness of the New World with his Bible, ax, and newspapers.”

10. “The continual restlessness of a democracy leads to endless change of language as of all else. Democracies like movement for its own sake. Even when there is no need to change words, they do so because they want to. The rules of style are almost destroyed. Hardly any expression seems, by their nature, vulgar, and hardly any seem refined.”

11. “In democracies a writer may hope to gain moderate renown and great wealth cheaply. For this purpose he does not need to be admired; it is enough if people have a taste for his work. The every growing crowd of readers always wanting something new ensures the sale of books that nobody esteems highly.”

12. “Ambitious men in democracies are less concerned than those in any other lands for the interests and judgment of posterity. The actual moment completely occupies and absorbs them. They carry through great undertakings quickly in preference to erecting long lasting monuments. They are much more in love with success than with glory.”

13. “I do not know if the people of the United States would vote for superior men if they ran for office, but there can be no doubt that such men do not run.”

14. “The American Republic will endure until the day Congress discovers that it can bribe the public with the public's money.”

15. “In the United States there is no religious animosity, because all religion is respected, and no sect is predominant. There is no jealousy of rank, because the people is everything, and none can contest its authority. Lastly, there is no public indigence to supply the means of agitation, because the physical position of the country opens so wide a field to industry that man is able to accomplish the most surprising undertakings with his own native resources.”

16. "Note the opulent citizen who is anxious to conceal his wealth. His dress is plain, his demeanor unassuming. Yet the interior of his dwelling glitters with luxury, and none but a few chosen guests whom he haughtily styles his equals are allowed to penetrate into his sanctuary. Yet the very same individual crosses the city where
everyone may accost him who pleases. If he meets his cobbler upon the way, they
stop and converse; the two citizens discuss the affairs of the state in which they have
an equal interest, and they shake hands before they part. But beneath this artificial
enthusiasm, and beneath these obsequious attentions to the preponderating power,
it is easy to perceive that the wealthy members of the community entertain a hearty
distaste to the democratic institutions of their own country. The populace is at once
the object of their scorn and the object of their fears."

17. "General Jackson, whom the Americans have twice elected to the head of their
government, is a man of violent temper and mediocre talents. There is not one
circumstance in the whole course of his career which has proved that he is qualified
to govern a free people, and indeed the enlightened classes of the Union have always
been opposed to him."

18. "The chief circumstance which has favored the establishment and the maintenance
of a democratic republic in the United States is the nature of the territory which the
Americans inhabit. Their ancestors gave them the love of equality and of freedom,
but God himself gave them the means of remaining equal and free, by placing them
upon a boundless continent, which is open to their exertions...The physical causes,
independent of the laws, which contribute to promote general prosperity, are more
numerous in America than they have ever been in any other country in the world, at
any other period of history. In the United States, not only is legislation democratic,
but nature herself favors the cause of the people."

19. "The great advantage of the Americans consists in their being able to commit faults
which they may afterward repair."

20. "No sooner do you set foot upon the American soil than you are stunned by a kind of
tumult, and a thousand simultaneous voices demand the immediate satisfaction of
their social wants."

21. "Everything is in motion around you. Here, the people of one quarter of a town meet
to decide upon the building of a church; there the election of a representative is
going on; a little further the delegates of a district are posting to the town in order to
consult upon some local improvements; or in another place the laborers of a village
quit their ploughs to deliberate upon the project of a road or a public school."
22. "Meetings are called for sole purpose of declaring their disapproval of the actions of the government, whilst in other assemblies the citizens are saluting the local government authorities."

23. "The humblest individual who is called upon to co-operate in the government of society acquires a certain degree of self-respect. He possesses authority and therefore can command the services of minds much more enlightened than his own...He is perhaps neither happier nor better than those who came before him, but he is better informed and more active."

24. "Americans of all ages, all stations of life, and all types of disposition are forever forming associations...In democratic countries knowledge of how to combine is the mother of all other forms of knowledge; on its progress depends that of all the others."

25. "They certainly are not great writers, but they speak their country's language and they make themselves heard... I am far from denying that newspapers in democratic countries lead citizens to do very ill-considered things in common; but without newspapers there would be hardly any common action at all. So they mend many more ills than they cause."