

A more Perfect Union
The Origins and Development of the U.S. Constitution

Final Project, Year Two
Curriculum Unit: Jacksonian Democracy
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Overview and State Standards:

This Unit will examine Andrew Jackson as he strives to evolve into a standard barer for a new democratic power which in turn usher in a new political and social change to the nation. This unit will also explore Jackson's views on and impact of the election of 1820 and the expansion of new political parties. Additionally, attention will be given to Andrew Jackson's tenacity and determination with regards to his understanding and role of government as he saw it to include the adaptation of the "Spoil-System" and the "Kitchen Cabinet" as well as his views of the Bank of the United States. Lastly, we will address Andrew Jackson's involvement with States Rights and their adherence to federal law, as well as Andrew Jackson's own rebellion against federal statues with regard to Native American removal.

The Massachusetts Curriculum Frameworks Standards used during this unit will include;

History:

1. Chronology and Cause
2. Historical Understanding
3. Research , Evidence and Point of View

Geography:

9. The Effects of Geography

Economics:

13. American and Massachusetts Economic History

Civics and Government

16. Authority, Responsibility and Power
18. Principles and Practices of American Government

My Pedagogical Approach:

The teaching approach which I use can best be explained if broken down into three distinct components. These components derive from many years of working with and teaching At-Risk Students within our Massachusetts education system. The first component involves a clear understanding of Content-Material/Core Knowledge and skills of reasoning, reflection and research. This understanding should be fortified with current and regular attendance of professional development and seminar instruction. Content Material must also be nested with current Massachusetts Frameworks as well so that each lesson is aligned with approaching state mandated testing requirements. The second component includes a clear understanding of your audience and a clear understanding of their particular strengths and areas requiring improvement. With regard to this concept I have incorporated the works of Howard Gardner and his "Multiple Intelligences". I try to incorporate in each lesson, tasks which involve auditory and visual processing as well as kinetic hands-on tasks with role playing as an added benefit to help with complex historical issue. "Battle Boards as I like to call them, are also used to give visual understanding and a hands-on approach to complex land forms and military engagements. Small multi-media excerpts lasting no longer than 5-10 minutes in length coupled with music and literature of the time period being explored are an added characteristic of my lesson plans. Having a clear and documented understanding of students key strengths also is in-valuable. The third and last component relates to a level of compassion and drive required to inspire and intrigue students. This above all, is the key to teaching. Teaching in a manner that reflects compassionate coaching with clear and critical encouraging commentary on students work (MA Curriculum Frameworks 1997)

Time Frame: This lesson should be completed in Five 45 minute class periods.

The Jacksonian Democracy

United States History

Middle School Level Grades 8

Goal:

To identify the key components, which helped shape, the Jacksonian period to include, policy, culture and the social viewpoint of the time.

Objectives:

- Explain how the growing changes in equality helped direct voting rights in a new direction in the United States.
- Discuss and debate the developments that arose around the election of 1824.
- Diagram , using a concept web, the elements that made John Quincy Adams an unpopular president.
- Explain the “spoil system”.

Background/ Preparation:

Significant traits which make up President Andrew Jackson character and personality shall be covered prior to this lesson. Particular attention will be given to:

- Andrew Jackson's Childhood and the occupation of his farm by British troops during the American Revolution; “The Boot Incident”.
- The death of Robert, his brother from small pox.
- The battle of New Orleans during the War of 1812, his nickname “Old Hickory”, and the effect it had on his stature as an American hero.
- The election of 1824 and how the so called “Corrupt Bargain” between John Quincy Adams and Henry Clay establishes the idea with the common people that a “man of the People” was robbed during this election by power-hungry, rich American Aristocrats.

Day One and Two

Initiating Activity:

- Students, given individual text will read aloud the growing spirit of equality including excerpts from Alexis de Tocqueville's observations on American Democracy. (**Learning Standard 1**, Chronology and Cause.) (**S**), **3** Research , Evidence and Cause
- Students will draft notes in their notebooks from prepared overhead projection terms based on the lessons reading in order to build vocabulary. Key terms include; suffrage, majority, Whigs, Democrat, caucus, and nominating convention. (**Learning Standard 1**, Chronology and Cause.) **2**. Historical Understanding

Lesson Core:

- Students will interact with teacher led discussion depicting the election of 1824. Students will take part in a mock role play election were key plays represent Andrew Jackson, John Quincy Adams, Henry Clay and various House of Representatives. Teacher led questions will be posed to the group depicting the “Corrupt Bargain”. Students will read from scripted index cards designed to encourage debate and political discord. Student scribes' will take down issues for group discussion.
Learning Standard 18, Principles and Practices of American Government
- Students will be asked a series of fact or opinion questions, using there notes and text materials and grouped into pairs, students will research supporting evidence for each of their answers to the series of questions. Questions will include:

Learning Standard 3 Research and Evidence

1. What proposals did John Quincy Adams make that made him unpopular?
2. How did the Corrupt Bargain help Andrew Jackson win the White House?
3. Describe at least three Jacksonian qualities that helped give him the title “Man of the People.
4. Andrew Jackson and his supporters were called Democrats, who were the “Whigs” according to our text and discussions?
(**Learning Standard 2**, Historical Understanding.) (**Learning Standard 1**, Chronology and Cause.
Learning Standard 3, Research, Evidence and Point of View **(T)**)

Culminating Activity:

- Students will view a multimedia piece on “The Spoil System in American Politics”, to help aid with connecting the idea of election rewards with Andrew Jacksons concept of ensuring a small group of wealthy powerful political insiders shall not control government. Once view, students will on a separate piece of lined paper draft a three paragraph position “pearl” on weather Andrew Jacksons ideas of “To the victor goes the spoil” were a benefit or hindrance to the American political system.
(**Learning Standard 18**, Principles and Practices of American Government.)

Assessment:

- Students will take part in teacher directed verbal “dip-sticking in order to gauge understanding and a day five written assessment to include matching, open response, multiple choice, and true and false type questions.

Materials:

Prentice Hall, “The American Nation”, Overhead film, Video

Homework Assignment:

Various assigned skill builders from text designed to stimulate subjected matter thinking at home several hours after the initial lesson.

Day Three and Four

Goal:

Understand role of the Federal Government as it pertains to the authority of States.

Objectives:

- Discuss the issue of American Banking and Andrew Jackson relationship with Mr. Nicholas Biddle.
- Explain how the tariff crisis led to the Nullification Act.
- Diagram, using a concept web, the events that were influenced by the struggles over states rights.
- List the components which surround the Indian Removal issue during the Jackson administration.

Initiating Activity:

- Students, given a multi-media presentation on the Federal Banking System, “Making Money” 1997. Students will then discuss the importance and power of the federal banking system.
- Students will read aloud from text “Biddles Bank” pg.367-368.

Lesson Core:

- Students in teams of three, given a political cartoon, "Andrew Jackson and the Bank War", will formulate as a team, Andrew Jackson's plan to fight the banking system. Each team will be given 10 minutes to examine the cartoon and organize a position which Jackson may take. A team captain will speak for the team to the class on their selected position.

Teacher directed questions are:

1. What does Jackson's cane say and why?
2. What do the snakes represent?
3. Who controls the snakes?
4. What powers can the President use?
5. Why do they continue to refer to President Jackson as General?



GENERAL JACKSON SLAYING THE MANY HEADED MONSTER.

Culminating Activity:

- Students will view research political cartoons of the era involving Andrew Jackson, using various history base websites, print them and discuss them in our classroom setting. Student will be expected to form an opinion on how the political landscape of the time viewed Jackson through political cartooning. Additionally, students will be asked to discuss the use and effect of political cartooning in an oral manner with teacher direction and feedback.

- Using colored pencils, a blank boundary map of the continental U.S. and classroom map boards, students will illustrate the trail of tears routes.

The Trail of Tears



Assessment:

- Students will complete deskwork to include vocabulary rein forcer, chronologically identify people places and events, illustrating an outline, on Indian removal using text resources and notes.

Materials:

Prentice Hall, "The American Nation", Overhead film, Video

Homework Assignment:

Various assigned skill builders from text.

Materials:

Prentice Hall, "The American Nation", Overhead film, Video

Day Five: Assessment

The age of Jackson

Name _____

Date _____

The Jacksonian Era Quiz

1. In 1820,

- A. There were two competing parties in national politics
- B. There was one-party government in national politics
- C. There was a party concentrated in New England and another party in the South and West

2. Which of the following contributed to the emergence of the Democratic party?

- A. The financial panic of 1819
- B. The political division over slavery in Congress in 1819 and 1820
- C. The controversy over choosing a success to James Monroe in 1824
- D. All of the above
- E. None of the above

3. The Whig party grew out of all but one of the following groups. Select the EXCEPTION.

- A. The Anti-Mason
- B. The Know-Nothings
- C. The National Republicans

4. In the election of 1824

- A. John Quincy Adams won the most electoral votes

- B. Andrew Jackson won the most electoral votes
- C. The House of Representatives selected the president

5. Which of the following statements about Andrew Jackson is FALSE?

- A. He was the first president to fire a cabinet officer
 - B. He was the first president to use federal troops to put down a labor strike.
 - C. He was the first president to open diplomatic relations with the Far East
 - D. He was the first president to declare that the Union could not be peacefully dissolved
 - E. He was the first president to be born west of the Mississippi River
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From (Gilder Lehrman 2008)

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