

Andrew Jackson and the Growth of American Democracy

How well did President Andrew Jackson promote democracy?

PREVIEW

Follow along with the lyrics as you listen to this folk song, which was written in 1821 by Samuel Woodworth.

The Hunters of Kentucky

*Hail gentlemen and ladies fair,
That grace this famous city,
Come listen, if you've time to spare
While I rehearse this ditty.
And for the opportunity
Consider yourself lucky,
It is not often that you see
A hunter from Kentucky.*

*Now, you all did read in the public prints
How Pakenham [English general] attempted
To make our Hickory Jackson wince,
As soon his scheme repented.
But Jackson, he was wide awake,
And he wasn't scared of trifles [things of little
importance];
Well he knew what aim we'd take
With our Kentucky rifles;*

*Well, a bank was raised to hide our breast,
Not that we thought of dying,
But that we always like to rest
Unless the game is flying.
Behind it stood our little band,
None wished it to be greater.
Every man was half a horse,
And half an alligator.*

*Well, the British found 'twas vain to fight,
Where lead was all the booty,
And so they wisely took to flight,
And left us all this beauty.
So, if danger e'er annoys,
Remember what our trade is.
Send for us Kentucky boys,
And we'll protect ye ladies.*

Answer these questions *on a separate sheet of paper*.

1. What are two adjectives that describe the song's mood?
2. What story does the song tell?
3. What qualities does the song suggest would make Jackson a good president?

READING NOTES

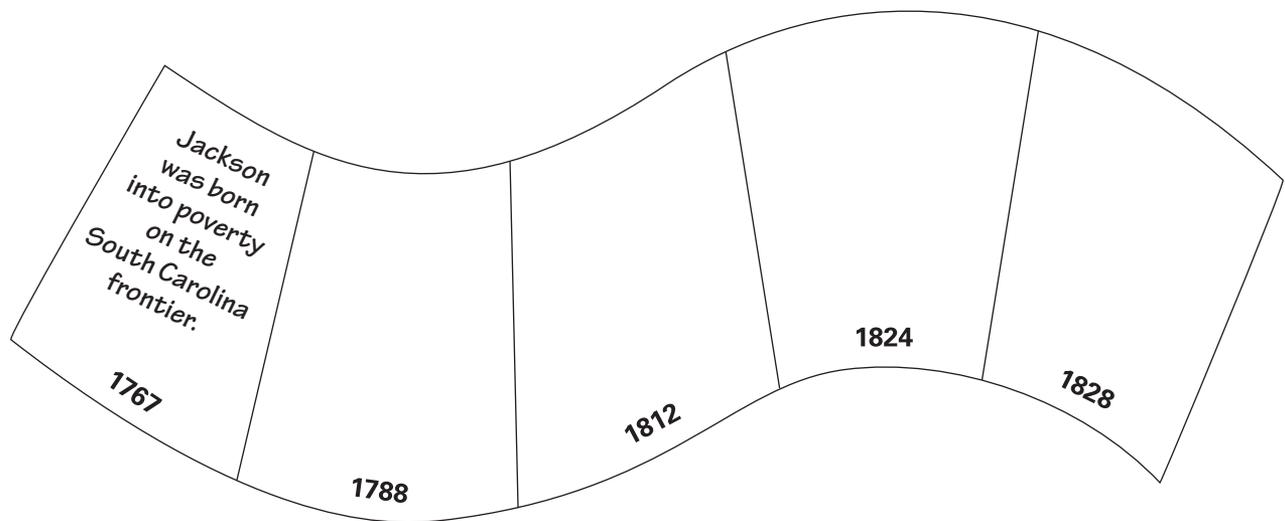
Key Content Terms

As you complete the Reading Notes, use these terms in your answers.

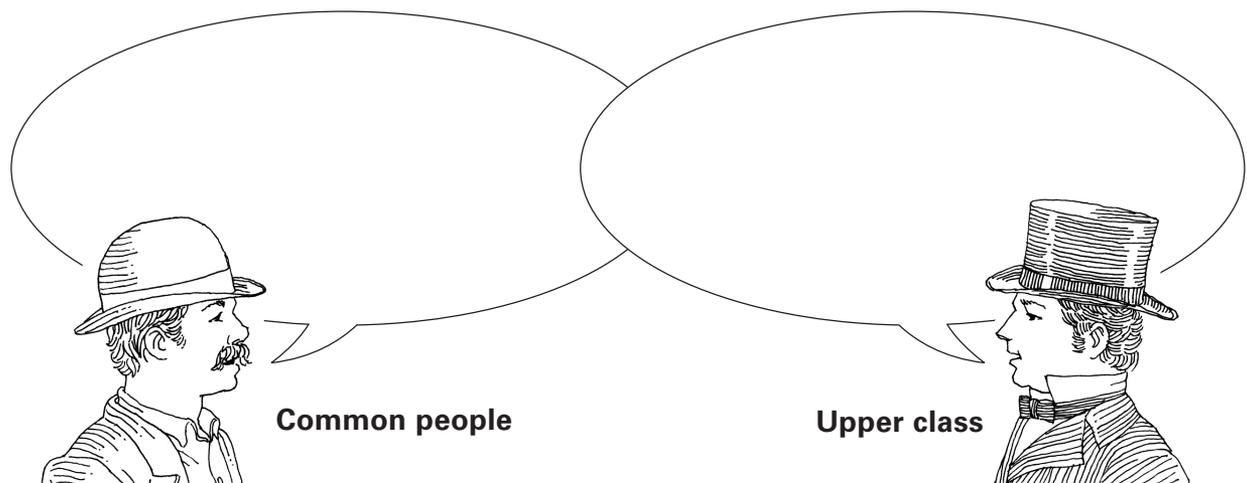
- | | | |
|----------------------|---------------|----------------|
| Jacksonian Democracy | spoils system | secede |
| civil servant | tariff | Trail of Tears |

Section 2

- Complete this road map of Andrew Jackson’s journey from the frontier to the White House. In each space, write a sentence explaining the date’s significance.

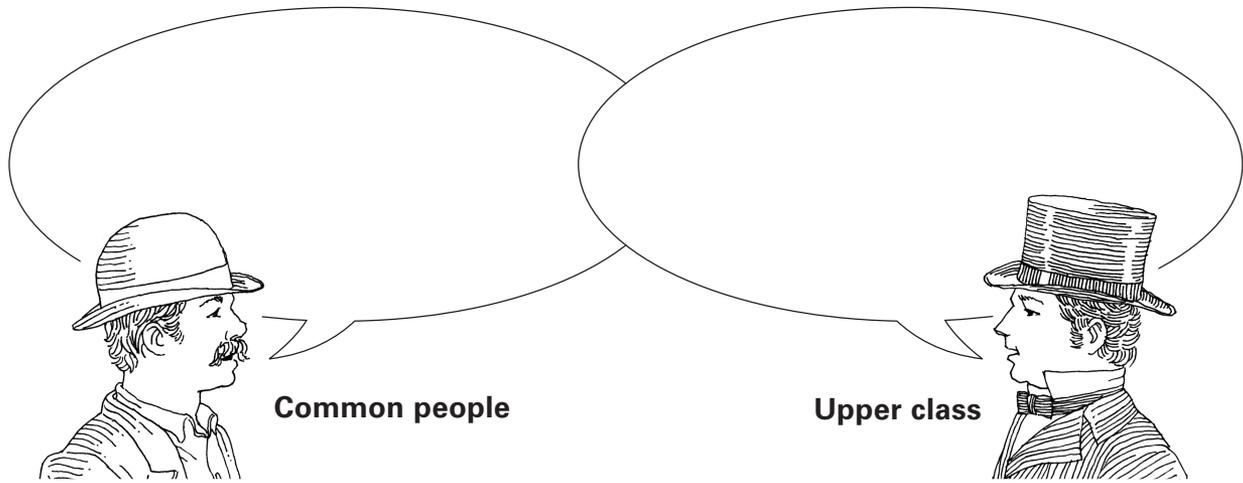


- Add dialogue in the speech bubbles to reflect what the common people and the upper class might have felt about Jackson’s journey from the frontier to the White House. Use these words in your dialogue: *Democratic Party, Jacksonian Democracy.*



Section 3

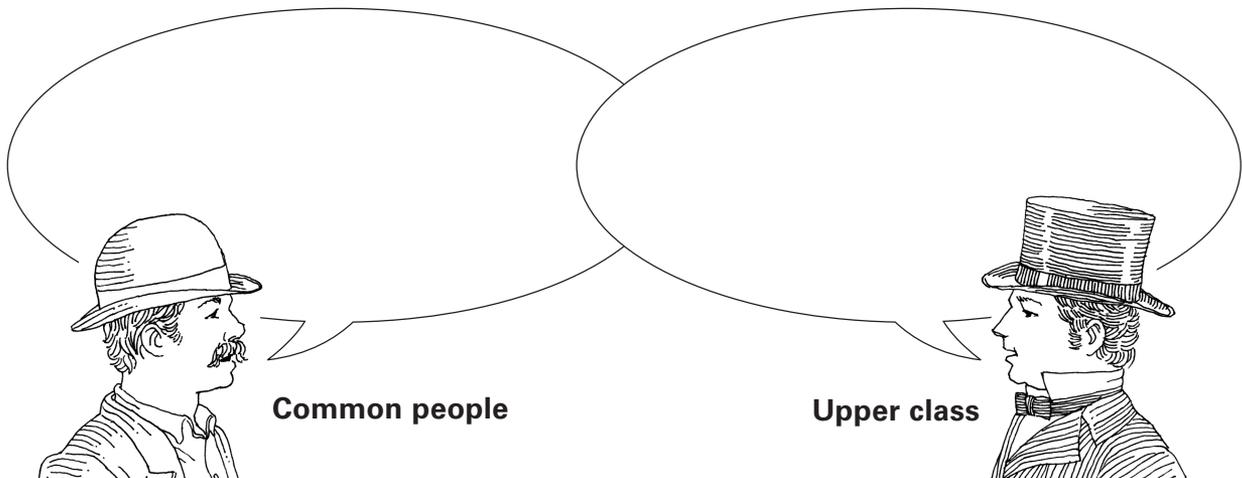
1. Add dialogue to the speech bubbles to reflect what the common people and the upper class might have felt about Andrew Jackson's inauguration.



2. What did President Jackson promise he would do to promote democracy?

Section 4

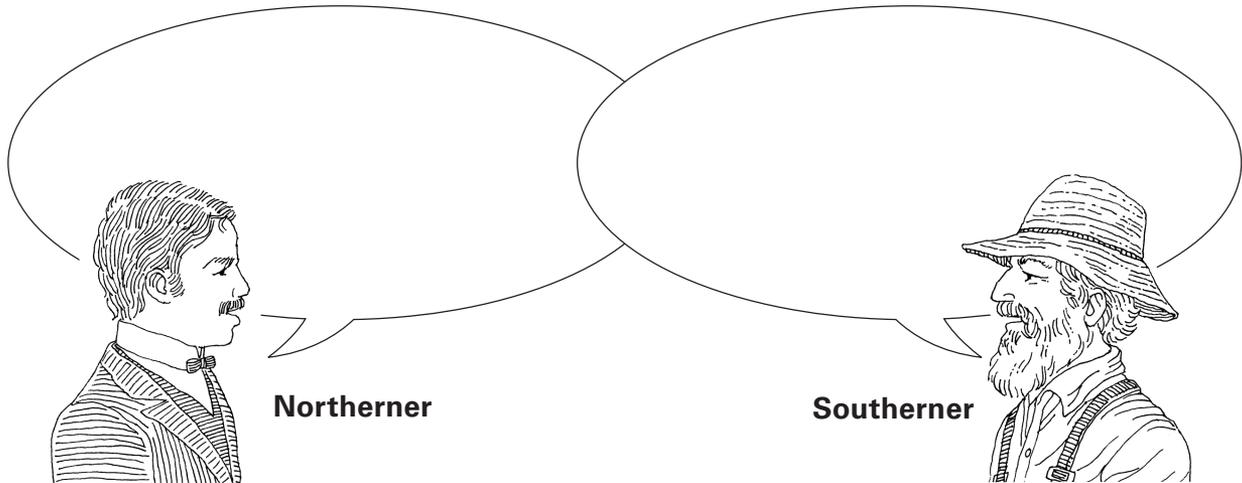
1. Add dialogue to the speech bubbles to reflect what the common people and upper class might have felt about Andrew Jackson's approach to governing. Use these words in your dialogue: *civil servants*, *spoils system*.



2. Do you think Jackson's approach to governing promoted democracy? Why or why not?

Section 5

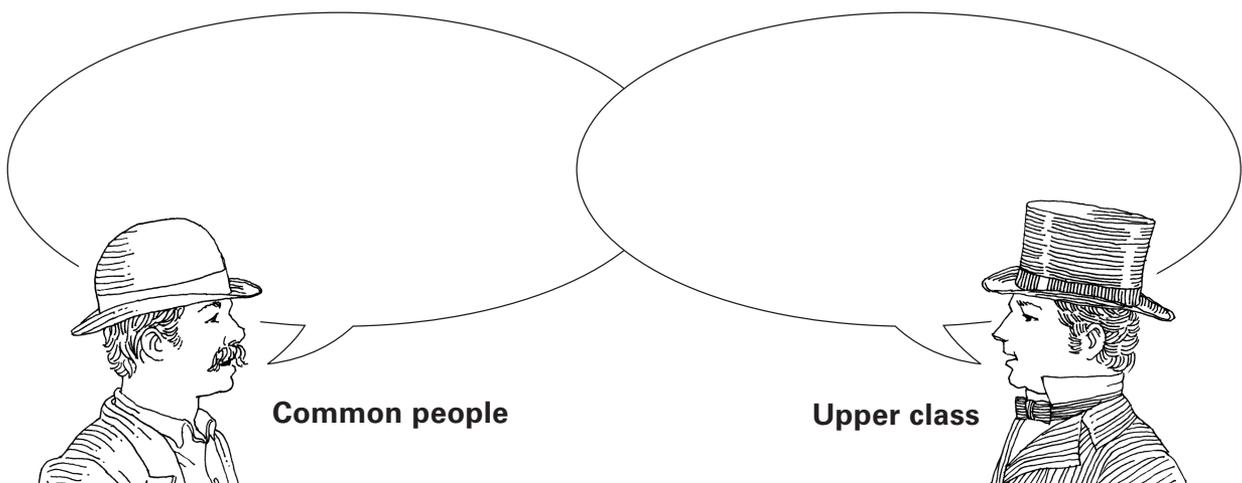
1. Add dialogue to the speech bubbles to reflect how northerners and southerners might have felt about the new tariff law of 1828. Use these words in your dialogue: *tariff*, *secede*.



3. Do you think Jackson's response to the nullification crisis promoted democracy? Why or why not?

Section 6

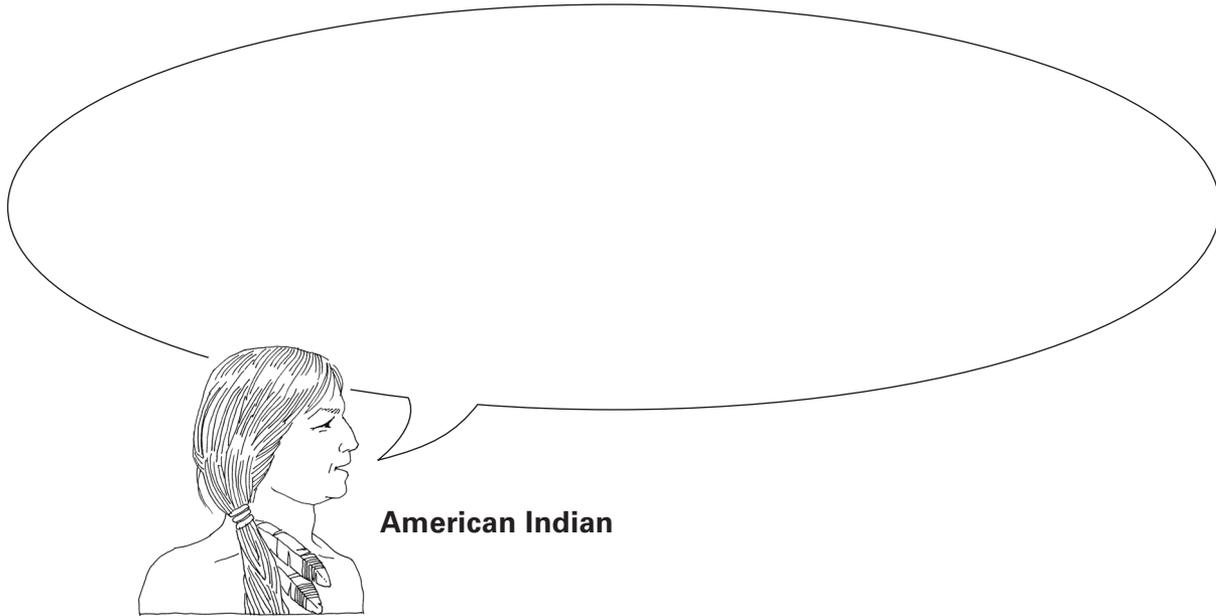
1. Add dialogue to the speech bubbles to reflect how the common people and the upper class might have felt about Andrew Jackson's battle with the Bank of the United States.



2. Do you think Jackson's dismantling of the bank promoted democracy? Why or why not?

Section 7

1. Add dialogue to the speech bubble to reflect how American Indians might have felt about Andrew Jackson's Indian policy to remove Indians from the East by force. Include these words in your dialogue: *treaty*, *Trail of Tears*.



2. Do you think Jackson's Indian policy promoted democracy? Why or why not?

P R O C E S S I N G

Evaluate how well Andrew Jackson promoted democracy during his presidency. *On a separate sheet of paper*, create a “hero’s plaque” for Jackson that highlights his positive contributions to American democracy. On the opposite side, create a “wanted” poster that emphasizes his negative impact on American democracy.

Include the following on your plaque:

- a sketch of Jackson
- two sentences stating why he should be praised
- two symbols that represent him as a hero

Include the following on your poster:

- a sketch of Jackson
- two sentences stating why he should be criticized
- two symbols that represent him as a villain

Then write a paragraph that answers this question: *How well did Andrew Jackson promote democracy?*

R E A D I N G F U R T H E R

Preparing to Write: Understanding Chronology

From early colonial times on, newcomers believed they had the right to claim land wherever American Indians lived. Europeans had been in conflict with the Cherokees since the 1600s, when English colonists came to Virginia. For more than 50 years after the American Revolution, the Cherokee Nation struggled with the more powerful nation in which it existed—the United States.

Place these six sentences about the conflict in chronological order by numbering them from 1 to 6.

- ___ Congress passed the Indian Removal Act.
- ___ The Cherokees were allies of the United States in the War of 1812.
- ___ Some Cherokee leaders signed the Treaty of New Echota.
- ___ The Cherokees occupied a reduced homeland after the American Revolution.
- ___ The Cherokees were forced to leave their homeland and go to Indian Territory.
- ___ Gold was discovered on Cherokee land.

In the conflict between the Cherokees and the United States, what did the Cherokees want to achieve?

What did the U.S. government want to achieve?

Writing a Letter to the Editor

Some Americans were angered by Andrew Jackson’s policy of forced removal of American Indians from their lands. Take the position of one such American in 1839. Write a letter to the editor of your local newspaper, protesting the removal of the Cherokees. In your letter, do the following:

- Describe the physical and emotional hardships the Cherokees faced during the removal. Include an eyewitness report.
- Include arguments designed to persuade the president to change his policy.

Use this rubric to evaluate your letter. Make changes in your letter if you need to.

Score	Description
3	The letter has convincing descriptions and arguments. It is well constructed with correct letter format. There are no spelling or grammar errors.
2	The letter has descriptions and arguments. It is constructed with correct letter format. There are some spelling or grammar errors.
1	The letter does not have descriptions or arguments. It is not constructed with correct letter format. There are many spelling or grammar errors.

Timeline Skills

Analyze the timeline. Also think about what you have learned. Then answer the following questions.

1. For how many years did George Washington serve as president?
2. How many terms did Washington serve? Why is this fact significant?
3. During which president's administration were the Alien and Sedition Acts passed?
4. The Treaty of Paris ended the American Revolution in 1783. How many years passed before the United States was again at war with Great Britain?
5. Why did the United States fight the War of 1812?
6. What message did the Monroe Doctrine send to the world?
7. When did the era of Jacksonian Democracy begin? What did it stand for?
8. How did the federal government implement the Indian Removal Act in 1838?

Critical Thinking

Use the timeline and the lessons to answer the following questions.

9. The Whiskey Rebellion arose in response to a major problem that faced the new nation. What was this major problem, and how did it arise?

What did the government do to address this problem?

10. Explain at least three key points of difference between the Federalists and the Republicans. Also name one leader of each party.

11. Compare the foreign policy advice of George Washington with the actions of James Madison. What motivated each president?

12. If you could add three more events to this timeline, which would they be? List each event, and explain why you think it is important enough to add to the timeline.

a.

b.

c.