Jacksonian Democracy
High School, 11th Grade

Project READI Curriculum Module
Technical Report CM #21

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Project READI operated as a multi-institution collaboration among the Learning Sciences Research Institute, University of Illinois at Chicago; Northern Illinois University; Northwestern University; WestEd’s Strategic Literacy Initiative; and Inquirium, LLC. Project READI developed and researched interventions in collaboration with classroom teachers that were designed to improve reading comprehension through argumentation from multiple sources in literature, history, and the sciences appropriate for adolescent learners. Curriculum materials such as those in this module were developed based on enacted instruction and are intended as case examples of the READI approach to deep and meaningful disciplinary literacy and learning.

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[Teacher Comment: As an AP History teacher, content coverage and time constraints are always at the forefront of my planning and instruction. Not having the flexibility to do drop-in designed units of instruction, I found embedding the READI History Learning Goals (Appendix A) into my required content and threading the deepening of them throughout the year helped achieve multiple purposes. My students received the content they needed to be ready for the year-end AP History Test while at the same time were provided opportunities to be introduced to and increase their command of the literacy practices of history.

Melding the two together (AP curriculum content and READI learning goals) came with its challenges. I needed at times to pull back and be more in a teacher content delivery mode while at other times give my students the time and freedom to do the intellectual work of historical inquiry themselves. Knowing when to step in for learning and when to step out of the way of learning became an ongoing balancing act. By the end of the year, my students learned history but they learned more than names, dates, and events. They ended with some idea of how to approach the reading, reasoning, and writing involved in historical argumentation.]

**Jacksonian Democracy**

**1800 – 1848**

**Background:** At this point in the year, students have had opportunities to engage in close reading of various genres of history and have discussed the characteristics of these genres as vehicles for the interpretation of the past. In addition, they are on their way to coming on board with the idea of history as an interpretation of the past rather than a collection of facts about it. They have had opportunities to source, contextualize, and corroborate documents, with the teacher supporting what they need in order to source and contextualize. The teacher has also provided guidance in what comparisons and contrasts students should be making as they read multiple texts. In this unit students expand on their understanding of genres by focusing on visual texts and engaging in thinking about how ages or eras become characterized by focusing on interpretive frameworks.

[Teacher comment: One useful tool for historians is the use of interpretive frameworks. These frameworks consist of societal structures and systems, patterns, and schools of thought. Historians use these to analyze the arguments made about the past and to develop their own arguments. For example, a historian may want to know what caused the Civil Rights movement to grow during the 1960’s, finding that these causes involved social, economic, and political social structures. Or he or she may want to delve into only the economic precursors of the period. A historian might be of the school of thought that what drives history are great leaders, and so, would focus on Eisenhower, Kennedy, MLK, etc., A historian might want to compare this movement with other reforms, looking for patterns.]
Jacksonian Democracy (1800-1848) is the fourth major unit of the school year. Instructionally, this unit stretches over 13 days, with two additional days for assessment. In this curriculum module, the activities or lessons fall toward the end of the unit; not all 13 days are presented here.

**Inquiry Focus for the unit:** How was democracy expanded, restricted, and reorganized during the age of Jackson?

*Teacher Comment: This focus question emphasizes change over time. That is, students need a concept of democracy prior to the Jacksonian age to determine how it was expanded, restricted, and reorganized. We needed to review concepts of democracy of the founding fathers before launching into the unit.]*

**Essential Questions for Unit:**

- Jacksonian Democrats viewed themselves as the guardians of the United States Constitution, political democracy, individual liberty, and equality of economic opportunity. In light of your knowledge of the 1820s and 1830s, to what extent do you agree with Jacksonians’ view of themselves?
- “Reform movements in the United States sought to expand democratic ideals.” Assess the validity of this statement with specific reference to the years 1825 - 1860.

**Sub-questions:**

- What were the general characteristics of Jacksonian Democracy?
- How did the market revolution influence cultural change?
- To what extent did the reform movements expand democracy?

*Teacher Comment: These questions allow students to dig into causality (e.g., How did the market revolution influence cultural change?), motivations/goals of historical actors (the goal of reform movements, for example) and interpretive frameworks (economics, social reform).]*

**Literacy Purposes:** (See Appendix A_READI History Learning Goals)

1. To help students integrate visuals such as maps, charts, and artwork into their interpretations of history. (Goal one: Close Reading of primary, secondary, and tertiary documents).

*Teacher Comment: Although students have studied maps and other graphic representations before, in this unit they become a literacy focus.]*

2. To encourage students to view annotation as a tool for thinking about the information and provides others a window into their thinking as they read (Goal one: Close Reading of primary, secondary, and tertiary documents).
3. To help students understand interpretive frameworks as tools historians use to analyze the past (through categories of activities) (Goal 4: Interpretive Frameworks).
4. To use timelines to focus on a particular interpretive framework (Goal 4: Interpretive Frameworks).

**Text Set/Materials:**

- **Age of Jackson anchor (introductory) text (Activity 1.1a)**
  - The anchor (introductory) text (Tindall & Shi, 1999. *America: A Narrative History*) provides students with a frame for this part of the unit, which will last over the course of the next several class periods. This kind of text provides a broad view of the issues, without the details that students will read about later. It helps students build a context for what they are reading (Goal 2: Historical reading—contextualization).

- **Chart: Newspapers in Circulation & Voter Participation (Activity 1.2a)**
  - The chart showing number of different newspapers published in the United States, 1775 – 1835 shows a large increase from 31 in 1775 to 1,200 in 1835. Between 1810 and 1835, circulation tripled. One could infer that reading as a form of engagement in political activity was an important part of the culture, especially if one considers that America had one of the highest literacy rates ever recorded, especially if paired with the Voter Participation chart.

- **Map: Election of 1824 compared to 1828 (Activity 1.2b)**
  - These maps show that in 1824, although Andrew Jackson got the largest number of votes among four candidates, (but was denied the presidency because it wasn’t a majority—thus, the House of Representatives elected John Quincy Adams. In 1828, with just two candidates, Jackson was the clear winner with Adams winning only in New England states.

- **Paintings: Stump Speech & Portrait of Andrew (Activity 1.2c)**
  - Stump Speaking: This was painted 1853-4 by George Caleb Bingham and is considered a good picturing of democracy, showing an attentive electorate engaged in reasoned argument.

- **Robert Remini’s, “The Revolutionary Age of Andrew Jackson, 1979.” (Activity 1.3a)**
  - This book does an excellent job of framing the Jacksonian time period. Students find the way he describes the social, political, and economic changes helpful in developing their own understanding of the Age of Jackson.

• Observation, inference, elaboration chart (Activity 1.2)
• Categorization Worksheet: This worksheet lists terms such as “Lowell System,” “abolition of slavery,” and “Andrew Jackson in no particular order. Students need to group and label them. (Activity 2.1)
• Essay in Five Minutes
• Graphic Organizer
• Exemplar Essay

**Activity 1: Defining Democracy**

**Guiding Question:** What were the general characteristics of Jacksonian Democracy?

**Objectives:**
- To define democracy in the context of the Age of Jackson by reading visuals (maps, charts, painting) (Goal one: Close Reading of primary, secondary, and tertiary documents)

**Text Set:**
- Age of Jackson anchor (introductory) text (Activity 1.1a)
- Chart: Newspapers in Circulation & Voter Participation (Activity 1.2a)
- Map: Election of 1824 compared to 1828 (Activity 1.2b)
- Paintings: Stump Speech & Portrait of Andrew Jackson (Activity 1.2c)
- Robert Remini’s, “The Revolutionary Age of Andrew Jackson, 1979.” (Activity 1.3a)

**Activity 1.1:** Introduction to the readings.

**Text/Materials:** Anchor text (Activity 1.1a)

**Procedures:**
- Ask students to read for the purpose of finding out what they will be studying.

*Teacher Comment: Since this is the fourth unit, I have already modeled and students have participated in guided and independent practice in close reading and annotation. They have practiced annotating both general and history specific information in text.*

See Appendix A, pg. 1.
• After reading, ask students to think about the focus question for this part of the unit.
• Discuss meanings of the words: democracy, expanded, restricted, and reorganized—within the context of the reading.

[Teacher Comment: These four words are in the focus question and students will come back to them often as they read the texts.]

• Ask students, “What are some general characteristics of the age of Jackson?

Activity 1.2: Reading non-text documents—observation, inference, elaboration

Text/Materials:
• Chart: Newspaper Circulation (Activity 1.2a)
• Maps: 1824 Election and 1828 Election (Activity 1.2b)
• Painting: Stump Speaking (Activity 1.2c)
• Observation, inference, elaboration chart (See attached Activity 1.2)

Purposes: (See Appendix A READI History Learning Goals)
• To learn to analyze visual texts (Goal 1: Close Reading)
• To think about the term “democracy” in the context of the 19th Century (Goal 2: Historical thinking—contextualization).

Procedure:

• Students will be analyzing a series of visual texts in order to develop a better understanding of the word, “democracy.” Remind students that historians are careful not to impress present definitions on past events (otherwise known as presentism). Present day definitions may lead to inaccurate or wrong interpretations of past events.

[Teacher Comment: I attempt to have students identify characteristics of the democracy in the 1830s and 1840s: political participation; property requirements no longer determined participation; emphasis on individualism; exclusions shifted from economic dependency to natural incapacity (gender and racial exclusions).

Taking time to define democracy in the context of the 19th century is an important activity here. Students have a sense of what the word “democracy” means today, but placing into the context of the 19th century is challenging for many. In addition, I would like to emphasize change and continuity over time with the term “democracy.” Change and continuity are central to what historians study, so an emphasis on these will help meet History Learning Goal 6: Epistemology.]

• Model how to fill in the Observation, Inference, and Elaboration chart (Activity 1.2). A couple of examples may be needed if this is new to students.
• Students “read” the visuals filling in ONLY the observation columns of their notetaker.
• After students have made observations, they write three inferences that can be made from their observations and an elaboration about how each inference was derived.
• Students engage in a pair/share about those inferences and elaborations.

[Teacher Comment: Observation, inference, and elaboration are an entryway into the ideas of claim (inference), evidence (observation) and warrant (elaboration or reasoning), and are especially useful for visual texts. Claim, evidence, and warrant are the tools of argumentation that students use to build an evidence-based argument.]

**Activity 1.3:** Defining democracy

**Materials:** Exit Slip

**Purpose:** To assess what students are thinking about the term “democracy” after their reading of the visual texts. (Goal 6: Epistemology—addressing presentism, fostering historical empathy)

**Procedure:** Students write an exit slip to answer the prompt: Define democracy in the 19th Century.

**Homework:** Read Chapter One “A Changing Society” from Robert Remini’s *The Revolutionary Age of Andrew Jackson*, 1979. (Activity 1.3a)

**Activity 2: Introducing Interpretive Frameworks**

**Guiding Questions:** What are interpretive frameworks? What is the purpose of using them in history?

**Objectives:** (See Appendix A READI History Learning Goals)
• To understand interpretive frameworks as a tool for organizing evidence in a meaningful and useful way by analyzing a historian’s use of interpretive frameworks in an argument. In some instances, historians use broad frameworks such as social, political and economic. (Goal 4: Interpretive Frameworks—societal structures)
• To define democracy in the context of the Age of Jackson. (Goal 6: Epistemology—addressing presentism, fostering historical empathy)
Texts/Materials:
• Robert Remini. The Revolutionary Age of Andrew Jackson. 1979. (Activity 1.3a)

[Teacher Comment: Aside from the Zinn chapter at the beginning of the school year (See Exploration and Early US Settlement Technical Report CM #20), students’ exposure to historians’ writing has been with essays. Here is another moment where students read a chapter from a book. Remini’s text is not as instantly appealing to students as the Zinn chapter, but it does an excellent job of framing the Jacksonian time period. Students find the way he describes the social, political, and economic changes helpful in developing their own understanding of the Age of Jackson.]

• Category Worksheet (see attached Activity 2.1)
• Timeline (student created)

Activity 2.1: Categorization

• Texts/materials: Category Worksheet (Activity 2.1)

Procedure:
• Students are given worksheets and are asked to sort the evidence into categories and label the categories.
• When students have finished, share out discussion of categories and labels.

[Teacher Comment: I emphasize that interpretive frameworks are used in history to organize diverse information on a topic in an integrated, meaningful, and useful way. Historians use interpretive frameworks to help make sense of the evidence that they are evaluating when constructing their arguments. It is useful, for example, to think about history as social, political, or economic. Analyzing each piece of evidence with these and other categories in mind so that we can make deeper sense of event we are studying. We also want to think about what indicators there are for these categories. The indicators can be used to identify the category. In some instances, evidence has more than one indicator, based on interpretation, which makes it appropriate to place the term into more than one category.]

• Ask students to go back and look at their categories again to see if they need to revise them.

[Teacher Comment: Students have worked with categorizing evidence throughout the first three units. Having them sort evidence here provides me with information about their ability to categorize. I’m interested most in seeing the title they give each category. Students have already worked with the terms: social, political, and economic. However, here I am attempting to deepen their understanding of these words as “interpretive frameworks.” One of the historical thinking skills in the newly redesigned AP curriculum is selection of relevant historical evidence. Part of my intention for the 2014-2015 school year was to tie this to interpretive frameworks. If a historian is constructing an argument]
Activity 2.2: Discussing Remini.

Purpose: To identify Remini’s use of interpretive frameworks in his argument. (Goal 4: Interpretive Frameworks—societal structures).

Texts/materials: Remini chapter (Activity 1.3a)

Procedures:

- Discuss “What is Remini’s argument? (Whatever the title, and however it is called, it is an age of change, an age of innovation, an age of reform).
- Remini uses interpretive frameworks to support his claim. Students work in small groups to determine what these interpretive frameworks are and how they influenced what it meant to be living in the age of Jackson. (Remini discusses political, social, psychological, and economic changes that influenced the history of the United States.)
- Within their small groups, students answer the following questions:
  - What did it mean to be living in the age of Jackson?
  - What evidence did Remini include for each interpretive framework?
  - How did Remini define democracy?

[Teacher Comment: With this particular text, I am not interested so much in the historian’s claim as in the way he martials interpretive frameworks in support of the claim. Students will be tested with an essay at the end of this unit, so my goal is for the conversation about this historian’s writing to possibly begin to influence the students’ writing. So, when we do this activity, I make sure I help them understand how Remini is structuring his claim and evidence.]

Assessment/Student Responses: The way Remini constructs his chapter, students have a relatively easy time identifying where in the text he employs the different interpretive frameworks (political, social, etc.). In particular, students become more familiar with the evidence Remini is using to support his argument. As a part of the class discussion, focus is on students’ attention to the defining of democracy. (See prior comment about the characterizations of democracy in the 1830s and 1840s.)

Activity 2.3: Returning to the initial categorization activity.

Purpose: Returning to the initial categorization activity brings students back to relevant historical evidence from the time period. Many of the words selected for the categorization activity also appear in their textbook reading. In essence, this becomes an excellent pre-reading activity for the chapter from American Pageant. (Activity 2.3a)

Texts/Materials: Worksheet (See attached Activity 2.1)
Procedures:
- Model completion of the categorization activity.

[Teacher Comment: I want students to pay attention to the indicator that a piece of evidence belongs in a particular category, so I model filling in the “indicator” column, explaining that this helps me justify the placement of the term. Why should this be a focal point? Because when making an argument, historians interpret evidence. BUT to convince their audience of the credibility of their argument, it becomes necessary to provide a justification of why a particular piece of evidence belongs.]

- Students complete categorization activity, including identifying what indicator they used to determine the category.

[Teacher Comment: Students are not going to actually write an essay; however, they will be planning the essay, using the text set and information outside of the text set (from textbook chapters and other readings), and they will be analyzing an exemplar essay. These activities are in preparation for future essay writing.]

Activity 2.4: Chronology—Creating a Timeline using interpretive frameworks

Texts/Materials:
- Timeline (student created)
- Introduction text (Activity 1.1a)
- Remini chapter (Activity 1.3a)
- Visuals from Activity 1 (Activity 1.2a) (Activity 1.2b) (Activity 1.2c)

Purposes:
- To introduce the idea of a timeline helping historians to engage in chronological thinking, to situate an event in a context of other events, to provide a visual aid for identifying cause and effect, to help us think about what we already know, and to help us recognize how historic events overlap in time. (Goal 2: Historical thinking—chronology).
- To provide students with practice in selecting political events for the timeline. (Goal 4: Interpretive frameworks—societal structures)

Procedures:
- Provide students with a purpose for the activity—as a way to help historians see the relationships among events or to explain historical cause and effect. (Also, see the purposes, above).
- Provide the task: “The essential question for the Jackson unit implies a change over time; therefore, timelines become important to our analysis of this time
period. Because timelines can easily be cluttered, our attention is to zone in on the interpretive frameworks. The first timeline we construct will be for political events. Review the texts that we have encountered so far (Remini, anchor text, visuals). Which events are important to include on our political timeline so far?”

- Model how to choose a couple of events and place on the timeline.
- Students work in small groups to complete their timelines.

**Activity 2.5:** Exit Slip

**Texts/materials:** Exit Slip

**Purpose:** To see how students are thinking about the term, democracy, at this point in the unit.

**Procedures:** Have students complete an exit slip in response to the prompt: Based upon the discussion today, define 19th Century democracy.

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**Activity 3: Introducing Long Essay Writing**

**Essential Question:** Jacksonian Democrats viewed themselves as the guardians of the United States Constitution, political democracy, individual liberty, and equality of economic opportunity. In light of your knowledge of the 1820s and 1830s, to what extent do you agree with Jacksonians’ view of themselves?

*Teacher Comment: Students are not going to actually write an essay; however, they will be planning the essay, using the text set and information outside of the text set (from textbook chapters and other readings), and they will be analyzing an exemplar essay. These activities are in preparation for future essay writing.*

**Objectives:** To understand the long essay process by

- Analyzing a document text set. (Goal 1: Close Reading; Goal 5: Evaluate historical interpretations)
- Comparing and evaluating multiple perspectives on a historical period (The Age of Jackson). (Goal 5: Evaluate historical interpretations; Goal 6: Epistemology—history as interpretation)

**Texts/Materials:** Jackson text set (all texts used within this module)

**Activity 3.1:** Essay in Five Minutes (See attached Activity 3.1)
Purpose: To help students organize their writing. The “Essay in Five Minutes” asks students to (1) read the question; (2) circle verbs, underline nouns, and describe WHAT is being asked and WHEN it takes place; (3) organize paragraphs and consider outside information they will need; and (4) write a thesis. (Goal 3: Construct claim-evidence relations)

Texts/Materials:
- Essay in Five Minutes - Graphic organizer (Activity 3.1)

Procedures:
- Students write the “Essay in Five Minutes.”
- After they are done, discuss the importance of using outside information in essays. They cannot rely on the document set alone.
- Have students discuss what they wrote down, then brainstorm additional information they have already learned from other sources regarding, economics, the Great Awakening, Electoral Politics, and the Westward Movement.

[Teacher Comment: This essay allows students to see the relevance of interpretive frameworks (economics, religion, politics, movement of people), which is another reason that leading with the Remini text is so important. Students have to put the information they have learned into these categories and then assess the relevance of the information for answering the question.]

Assessment/Student Responses: Essay in Five Minutes responses

Activity 3.2: Think-Aloud, whole class, and group practice with documents in the Document Set.

Purpose:
- To help students categorize the documents in the Document Set into the interpretive frameworks. (Goal 4: Interpretive Frameworks—societal structures)
- To help students use information from the document to help answer the question rather than simply summarizing what each document says. (Goal 3: Construct claim-evidence relations)

Texts/Materials: Jackson text set

Procedure:
- Teacher think aloud about the document, paying attention to the source of information (i.e., the author of the document and the stance being taking about the topic), the context in which it is written (year and what was happening at that
time) and, especially, how the information in the document can be tied to the question, placing relevant information into the graphic organizer.

[Teacher Comment: Since I teach AP History, I tell my students “Picking up on what the text says, I’m now able to return to my graphic organizer to place this evidence in categories, jotting down ideas on how this document can be used as part of the evidence in my argument. I need to keep in mind that the College Board doesn’t want me to tell them what the document says; rather, the Board wants me to create and defend with evidence my own answer to the question”.

• Using another document, go through the process again, this time with input from students.
• Ask students to get into groups and do the same thing with each of the remaining documents in the set.

Informal Assessment: Exit slip. Have students return to the timeline and write down the events that should appear in the “political” timeline from the text set.

[Teacher Comment: Primary and secondary sources help facilitate inquiry in my classroom throughout the entire school year. While students have been exposed to sample essays from previous College Board exams, this is the first time I explicitly teach the process. The think alouds presented here demonstrate my way of tackling the documents.]

Assessment/Student Responses


Activity 4: Analyzing Essays

Objective: To assess the argument of other students by evaluating the way two different students constructed their argument in response to the Jackson essay question using available evidence. (Goal 4: Interpretive Frameworks—societal structures; Goal 5: Evaluate historical interpretations)

Texts/Materials: Two essays—one “student response” and one “exemplar essay.” The student response miscategorizes some information and doesn’t include some pertinent outside information. The exemplar is a model essay.

Activity 4.1: Analyzing the student response
**Purpose:** To help gauge student understanding of the interpretive frameworks as well as their understanding of the evidence. I am most interested in seeing who is unable to identify the misplace/miscategorized evidence. I make a note of these students and work with them during small group discussions.

**Texts/materials:** Student response essay.

**Procedures:**
- Ask students to read and evaluate the student response, answering the following questions:
  - What outside information is missing from this document?
  - Which evidence has been misplaced/miscategorized into the interpretive frameworks?
  - Describe your reasoning for why a particular misplaced piece of evidence should be included into a particular interpretive framework.

**Activity 4.2:** Analyzing an exemplar essay.

**Purpose:** To provide students with an exemplar model. This model helps students recognize what they might need to do for their own work. In this task, I am honing in on particular details, and students can look at two “student essays” as well as look at what they planned in their “essay in five minutes” to compare and contrast. (Goal 3: Construct Claim-Evidence Relations; Goal 4: Interpretive Frameworks).

**Texts/Materials:** Exemplar text and student essay

**Procedures:**
- Students are directed to read the exemplar essay and answer the following questions:
  - How does the student organize his/her thoughts?
    - What is included in the introduction?
    - What do you notice about the thesis?
    - What is included in each of the body paragraphs?
  - What do you notice about the student’s use of outside information?
  - How does the student use the documents?
  - What claims does the student make about the interpretive frameworks?
- Students review two student essays in small groups, comparing them with the exemplar. Using the exemplar essay as a guide, how does the other essay compare? Rank the essays from highest to lowest score, and prepare a justification for your score. Allow time for students to discuss essays - organization, outside information, use of documents, claims student makes about interpretive frameworks.
- Debrief with the whole class: How would you rank these student essays? Discuss components (organization, outside information, etc.) across essays. What trends or patterns do you notice?
*Note: Other lessons are included before the end of the unit. This excerpted set of lessons was prepared to show how the process of deepening skill occurs in my class.

**Assessment for Unit 4**

**Background:** This assessment covers all of Unit 4, whereas the plan shared here is only for the last part of that unit. The information on nationalism versus sectionalism was in the material previous to the above activities.

**FINAL Period Four Assessment:**

- 35 multiple choice questions
  - 20 out of 35 will be in the format of the new test; questions clustered around documents
  - 15 questions will be in the old format
- Short Answer Questions

1. The United States has always technically been a republic, but we often use the term “democracy” to describe our system.
   (A) Briefly explain why ONE of the following periods best represents the beginning of a democracy in the United States.
   - Rise of political parties in the 1790s
   - Development of voluntary organizations to promote social reforms between the 1820s and the 1840s
   - Emergence of the Democrats and the Whigs as political parties in the 1830s
   (B) Briefly explain ONE specific piece of historical evidence from the 1790s to the 1840s that supports your explanation.
   (C) Briefly explain why ONE of the other options is not as persuasive as the one you chose.

2. One of the main themes of this unit is the tension between nationalism and sectionalism.
   Explain how ONE event from this period strengthened the forces of nationalism during this period.
   Explain how ONE event from this period strengthened the forces of sectionalism during this period.
   Evaluate whether nationalism or sectionalism was the stronger of the two forces during this period.

- Long Essay Question:
  The Jacksonian period (1824 - 1840) has been celebrated as the era of the “common man.” To what extent did the period live up to its characterization? Consider TWO of the following in your response: Economic development, politics, and reform movements
The election of Andrew Jackson signaled a new era in American history. By 1828, the United States was no longer an infant nation hugging the Atlantic coast. The maturing republic now included twenty-four states and almost 13 million people. Many Americans were on the move during the early nineteenth century. They formed a relentless migratory stream that spilled over the Appalachian Mountains, spanned the Mississippi River, and in the 1840s, reached the Pacific Ocean. Wagons, canals, flatboats, steamboats, and eventually railroads helped to expedite the westward migration.

While most Americans during the Jacksonian era continued to earn their living from the soil, textile mills and manufacturing plants began to dot the landscape and transform the nature of work and the pace of life. By mid-century the United States was emerging as one of the world’s major industrial powers. In addition, the lure of cheap land and plentiful jobs, as well as the promise of political equality and religious freedom, attracted hundreds of thousands of immigrants from Europe. These newcomers, mostly from Germany and Ireland, faced ethnic prejudices, religious persecution, and language barriers that made assimilation into American culture all the more difficult.

All these developments gave to American life in the second quarter of the nineteenth century its dynamic and fluid quality. The United States, said the philosopher-poet Ralph Waldo-Emerson, was “a country of beginnings, of projects, of designs, of expectations.” A restless optimism characterized the period. People of lowly social status who heretofore had accepted their lot in life now strove to climb the social ladder and enter the political arena. The patrician democracy espoused by Jefferson and Madison gave way to the frontier democracy promoted by Jacksonians. Americans were no longer content to be governed by a small, benevolent aristocracy of talent and wealth. They began to demand – and obtain – a government of, by and for the people.

The fertile economic environment during the Age of Jackson helped foster the egalitarian idea that individuals should have an equal opportunity to better themselves and should be granted political rights and privileges. In America, observed a journalist in 1844, “One has a good chance as another according to his talents, prudence and personal exertions.”

The exuberant individualism embodied in such mythic expressions of economic equality and political democracy also spilled over into the cultural arena during the Jacksonian era. The so-called romantic movement applied democratic ideals to philosophy, religion, literature and the fine arts. In New England, Ralph Waldo Emerson and Henry David Thoreau joined other transcendentalists in espousing a radical individualism. Other reformers were motivated more by a sense of spiritual mission than democratic individualism. In striving to enhance personal morality and the general welfare, mostly middle-class reformers sought to introduce public-supported schools, abolish slavery, promote temperance, and improve the lot of the disabled, insane and imprisoned. Their efforts helped ameliorate some of the problems created by the frenetic pace of economic growth and territorial expansion.

In this unit we will investigate the following question: How was democracy expanded, restricted and reorganized during the Age of Jackson?

## Age of Jackson: Defining democracy

Directions: Examine each visual provided in order to develop a better understanding of the word “democracy,” as it was defined during the Jacksonian Era.

<table>
<thead>
<tr>
<th>Observation: What do you see?</th>
<th>Inference: What do these observations tell you about how the people live or how the people think?</th>
<th>Elaboration: Explain how you arrived at your inference.</th>
</tr>
</thead>
</table>
Activity 1.2
Activity 1.2b

Because none of the candidates had a majority in the electoral college, the election was decided in the House of Representatives, where JQ Adams was chosen President.
Activity 1.2b

Electoral vote maps reproduced from the National Atlas map
Please consult the nationalatlas.gov™ Web site for ordering information.

U.S. Department of the Interior
U.S. Geological Survey

This map is available at: http://nationalatlas.gov/interactive.html

The National Atlas of the United States
Activity 1.2c
A Changing Society

3

The United States was only forty years old at the time of Jackson's election. In the years following, the nation began to change. The economy grew, and new industries developed. The nation's population increased, and new ideas and inventions appeared. The West was expanding, and the nation was becoming more diverse.

It is called the Age of Change, Age of Innovation, Age of revolutions. The period from 1812 to the Civil War was a time of great change in American history. The years from the end of the War of 1812 to the end of the Civil War were a time of great change and development.

Historians call this period the Age of Jackson and think of it as the period in which the United States became a modern nation. The nation's economy grew, and new industries developed. The nation's population increased, and new ideas and inventions appeared. The West was expanding, and the nation was becoming more diverse.

The Nation was in the midst of a profound revolution when Andrew Jackson entered the White House on March 4, 1829, as the seventh president of the United States. It was a time of great change, and the nation was becoming more diverse.
Activity 1.3a

Activity 1.3a
Activity 1.3a

The search for something new is still true. It's no longer the family of
America during the first half of the 20th century is the history of
development that characterized colonial settlement.

getting away from the past. A group of people,

...
Building a Free, Independent Economy was Important in the

The war of 1812 completed the thing started to take a new

Therewith was no need to go back to old ways of war and commerce. The American economy was on the rise, and the United States was becoming a world power.

In the post-war era, the American economy was transformed, with a focus on industrial expansion and the development of new industries. The manufacturing sector grew rapidly, with the production of textiles, iron, and steel becoming key industries. This period also saw the rise of_free enterprise_ and the promotion of a market economy, where the government played a smaller role in regulating business.

The War of 1812 had a profound impact on American society and politics. It marked a turning point in the nation’s history, and paved the way for future expansion and growth. The United States emerged from the war as a stronger and more powerful nation, with a growing economy and a larger role in world affairs.
Activity 1.3a

created new communities, with them, additional markets. What
created new communities, but that’s not all. Our country’s growth
in the 1820s was, as might be expected, urban. The industry of
the factories was scattered across the nation. Steel, coal, and
iron were produced in large quantities, and the rapid spread
of railroads allowed goods to be transported quickly. This
led to the growth of towns and cities, and the development
of new industries. The nation was becoming more
interconnected, economically and socially.

The spread and rise of American industry and agriculture,
the growth and development of the nation, are connected by
the railroad. By the 1830s, the railroad was allowing the
western frontier to be settled, and the nation to expand westward.
The first railroad, the Baltimore and Ohio Railroad, was
completed in 1828.

The rise of New York City as a major port in the
19th century was due in large part to the development
of the railroads. The city became the hub of
the nation’s transportation network, and was
known as the “Empire City.”

The railroads revolutionized transportation, making
it faster, cheaper, and more efficient. This led to
the growth of towns and cities, and the development
of new industries. The nation was becoming more
interconnected, economically and socially.
were only the most important advancements, discovered by a certain explorer in 1832, and Elias Howe's sewing machine in 1846. These inventions were followed by Samuel Morse's invention of the telegraph in 1844, Joseph Priestley's work in 1774, Charles Goodyear's process of vulcanizing rubber in 1844, and Thomas Edison's invention of the incandescent light bulb in 1879. These mechanical wonders for harnessing grain, invented by Cyrus H. McCormick in 1831, quickly revolutionized the American South and greatly increased efficiency in agriculture.

During this age, there were some spectacular inventions. The steam engine, invented by James Watt in 1769, revolutionized industry and transportation. The cotton gin, invented by Eli Whitney in 1793, greatly increased the production of cotton. The telegraph, invented by Samuel Morse in 1844, allowed for instantaneous communication across vast distances. The railroad, invented by George Stephenson in 1825, revolutionized transportation and trade. The telephone, invented by Alexander Graham Bell in 1876, allowed for instantaneous communication across vast distances. The electric light bulb, invented by Thomas Edison in 1879, greatly increased efficiency and safety in lighting. The automobile, invented by Karl Benz in 1885, revolutionized transportation and travel. The airplane, invented by the Wright brothers in 1903, allowed for the exploration of the skies.

These inventions and the use of new power sources greatly increased the efficiency of production and the power of labor. The steam engine, for example, greatly increased the productivity of factories. The cotton gin greatly increased the productivity of cotton production. The telegraph allowed for instantaneous communication and greatly increased the efficiency of business and industry. The railroad allowed for the efficient transportation of goods and people and greatly increased the productivity of agriculture. The telephone allowed for instantaneous communication and greatly increased the efficiency of business and industry. The automobile allowed for the efficient transportation of goods and people and greatly increased the productivity of agriculture. The airplane allowed for the exploration of the skies and greatly increased the productivity of transportation and travel.

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Activity 1.3a

We will now consider the challenges and opportunities that the government faced in South Carolina in the late 18th and early 19th centuries. The government was faced with the task of developing a new society that would be both economically and politically successful. This required a careful balance of economic policies and political institutions that would foster both growth and stability.

The government focused on several key areas to promote economic growth and political stability. These included:

- Economic policies that encouraged trade and commerce.
- Political institutions that provided for the rule of law and protection of individual rights.
- Education and literacy programs to promote a literate and informed citizenry.
- Infrastructure development to facilitate trade and communication.

Through these efforts, the government aimed to create a society that was both economically successful and politically stable. This required careful planning and execution of policies that would foster growth and prosperity.

Activity 1.3b

not only—and maybe there was some advantage to it. The answer was that the
different types of crops that the colony could grow, and the resulting economic
role of each crop, would have a significant impact on the colony's economy.

When crops were in abundance, they were most valuable in

Gerald W. Ginn — The Discovery was also claimed

named William T. C. Morton in 1842—The discovery was also claimed
Activity 1.3a

The government was clearly underpriced at the outset of this period for failing to understand the degree to which American women were already educated and qualified for the most advanced positions in society. Women in 19th-century America were already educated and qualified for positions that were not open to them in 19th-century America. Women’s rights had been fought for and won, and the American woman was already educated and qualified for positions that were not open to her in 19th-century America. Women’s rights had been fought for and won, and the American woman was already educated and qualified for positions that were not open to her in 19th-century America. Women’s rights had been fought for and won, and the American woman was already educated and qualified for positions that were not open to her in 19th-century America. 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Andrew Jackson was born on March 15, 1791, in the Waxhaws, from obscurity to the rank of first citizen in the nation. The life of Andrew Jackson spanned the years in which the nation ventured at this time—when through his own efforts and those of his contemporaries, to use a term in American speech, he was a self-made man. He was a man who had his own ideas and his own way, a man who fought for his principles and his convictions. Andrew Jackson was the focal point of the American Revolution and the American War of Independence. His life was a symbol of the spirit of the American people, a symbol of their determination and their courage. Andrew Jackson was the nation's image of itself. He was a product of struggle and determination. The war of 1812 was the great conflict of the British invaders. Andrew Jackson was the conqueror of the British invaders.
## Directions:
Using the following interpretive frameworks – social, political and economic, organize the following terms into the categories. Elaborate on the indicator that encouraged you to place the term in a particular category.

<table>
<thead>
<tr>
<th>Category</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>White male suffrage</td>
<td>Lowell System</td>
</tr>
<tr>
<td>Mechanical reaper</td>
<td>Election of 1824</td>
</tr>
<tr>
<td>Monopoly</td>
<td>Andrew Jackson</td>
</tr>
<tr>
<td>Democratic-Republicans</td>
<td>Individualism</td>
</tr>
<tr>
<td>stump speech</td>
<td>Cult of domesticity</td>
</tr>
<tr>
<td>Canal construction</td>
<td>Turnpike construction</td>
</tr>
<tr>
<td>Prison reform</td>
<td>Public education</td>
</tr>
<tr>
<td></td>
<td>Road construction</td>
</tr>
<tr>
<td></td>
<td>Election of 1828</td>
</tr>
<tr>
<td></td>
<td>Abolition of slavery</td>
</tr>
<tr>
<td></td>
<td>Sewing machine</td>
</tr>
<tr>
<td></td>
<td>westward migration</td>
</tr>
<tr>
<td></td>
<td>Elizabeth Cady Stanton</td>
</tr>
<tr>
<td></td>
<td>Temperance</td>
</tr>
<tr>
<td>Category</td>
<td>Evidence</td>
</tr>
<tr>
<td>-----------</td>
<td>----------------</td>
</tr>
<tr>
<td></td>
<td>Term from list above</td>
</tr>
<tr>
<td>Political</td>
<td></td>
</tr>
<tr>
<td>Economic</td>
<td></td>
</tr>
<tr>
<td>Social</td>
<td></td>
</tr>
</tbody>
</table>
Jacksonian Democrats viewed themselves as guardians of the United States Constitution, political democracy, individual liberty, and equality of economic opportunity.

In light of the following documents and your knowledge of the 1830s and 1840s, to what extent do you agree with the Jacksonians' views of themselves?

Step 1: Read the question

Step 2: Panic

Step 3: Read it again. Circle the verb. Underline nouns. About WHAT and WHEN are you being asked? Restate the question in your own words.

Step 4: Create a “treasure chest” of meaningful outside information that you think will answer the question.

Step 5: Write a clear, well-developed thesis that evaluates the relative importance of historical factors asked for in the questions.
Jacksonian Democrats were not the "guardians of Democracy" that they claimed to be, but instead were merely guardians of their own sectional interests and Andrew Jackson's inflated ego. Jacksonians were skilled at emotionalizing issues and rallying the support of the South and West. Their primary goals were not Constitutional justice and individual liberty, but instead they strived to suppress New England, the Whig party, and business interests and to preserve state's rights.

Andrew Jackson (despite allegations to the contrary by South Carolina and Tennessee) was born in North Carolina and grew up a son of the frontier. The hero of the Battle of New Orleans and a proven hothead (he flagrantly disobeyed orders and hanged a few of the enemy in the Seminole War), Jackson was also not what one would call an intellectual. Emotionalization of campaign issues got him elected in 1828 over a superior statesman, President John Q. Adams. Through an over-emotionalized revivalistic campaign style, Jackson's camp brought the common man out of the backwoods into the voting booth. (Records show that voter participation rose dramatically through the Jackson era). By exploiting the class difference between the urban Eastern industrialists and the South-and-Western agrarian, Jackson's aides turned "Old Hickory" into a symbol for the fight against the upper class and intellectualism. Henceforth it mattered little what Jackson did as president, as long as it was perceived as the will of the common man.

The Bank of the United States, under the direction of Nicholas Biddle, had, to an extent, become an agent by which "fat-cat" Northern merchants filled their money bags. The Bank was not good, however, for Western speculators who had borrowed a great deal of money from the bank and now, in the late 1820s, were feeling the crunch of leveling-off land prices. Because the Bank did not benefit Jackson's constituency (and because of a personal dislike for "Czar" Biddle), Jackson vetoed the bill for recharter of the Bank, proclaiming that was in the "hands of a few men irresponsible to the people." He of course meant the common individual. Intellectuals like Daniel Webster saw through this exploitation of industry/agrarian conflict. Webster's reply in Document C shames Jackson for turning a political issue into an emotional quandary. (It should be noted, in fairness to Andrew Jackson, that Webster owed several thousand dollars to the B.U.S.). Still, Jackson claimed to be protecting the rights of individuals, instead of the interests of Western speculators. In Roger B. Taney's decision (Taney was a Southern and a Jacksonian) in the 1837 Charles River Bridge Case, business was overruled by the rights of the community and the individual, or was it? Taney's decision really set a precedent for state's right intervention in commerce, though it claimed to support the individual's liberty.

Sometimes, however, it was Jackson's ego and not sectional favoritism that drove Jacksonian democracy. When Chief Justice John Marshall (a Federalist) ruled that the Cherokee nation had a right to its territory, Jackson declared, "Justice Marshall has made his decision now let him enforce it." Jackson claimed that the "common man" wanted the Indians removed and promptly sent the Cherokee down the "Trail of Tears" to Oklahoma. The move was actually fueled by Jackson's dislike for Marshall and his feeling that the executive branch superseded the Court. Jackson vetoed the Maysville Road project in Kentucky, claiming that the Constitution mandated internal improvements in intra-state areas be the responsibility of local government. He declined to mention that the road ran through the home district of his archrival, Whig Speaker of the House Henry Clay. In truth, Jacksonian Democracy did not protect individual rights, as evidenced by the mistreatment of blacks, Indians, and immigrants. Most Jacksonians were slaveholders, and until Jackson's individual pride was damaged by the nullification crisis of 1828 (Jackson resented upstart South Carolina and John C. Calhoun, due to the Eaton affair), Jackson was an advocate of slavery. The Cherokees were brutally mistreated by Jackson's removal policy. Irish immigrants were often the victims of big city riots in the East, which Andrew Jackson did nothing to prevent. These injustices were usually concealed from visitors like Harriet Martineau and Alexis De Toqueville.

Jacksonian Democracy did little for individual liberty and constitutional justice, but instead hid behind emotionalized issues. Jackson's ego dictated policy, as did the needs of the South and West. Several examples of suppressed individual freedom occurred. Jacksonians were more the protectors of self interest, than the guardians of Democracy.
READI History Learning Goals for Instruction*

The READI team developed six learning goals that reflect an integrated instructional approach to the Core Construct knowledge, skills, and practices that had guided the development of the initial units. The learning goals were intended to guide the instructional design as well as the assessment of progress toward the goals.

The six READI learning goals in history are the following.

1. *Students engage in close reading of historical resources, including primary, secondary, and tertiary documents, to construct domain knowledge. Close reading encompasses meta-comprehension and self-regulation of the process.*

   Reading closely is just as important and relevant to the study of history as it is to the English Language Arts. Through close reading in history, students learn what the text says – literal comprehension, as well as what the text is doing, and its larger meaning. These processes inform analysis and evaluation of the information, processes that are detailed in additional learning goals (Goals 2-6) discussed below. Close reading is in service of these other goals.

   When prompted, historians have been found to be actively reflective about the processes they use to read history text, and they explicitly regulate how they read. Thus, a close reading goal includes these attributes. We wanted students to engage in the process of close reading as historians do.

2. *Students synthesize and reason within and across historical resources using comparison, contrast, corroboration, contextualization, sourcing, and other historical inquiry processes.*
Historians have particular ways of interpreting what they read and study about the past. They consult many sources of information because they know that no single source tells the whole story. They compare one version of events with another, looking for consistencies and inconsistencies across different versions. They interpret a document based upon its place in history, about what was happening at the time and how the document fits into that milieu, the chronology of events and activities, and how it helps them make claims about aspects of history such as cause-effect and significance. Like historians, we wanted students to engage in these processes in order to identify, understand, and make claims about significance, cause/effect, and other insights into the past.

3. **Students construct claim-evidence relations, using historical evidence and explaining the relationship among pieces of evidence and between evidence and claims.**

*Historical claims interpret the past. The interpretations are grounded in historical evidence (written documents, eyewitness testimonies and artifacts from the period of study) and informed by the work of historians on the subject. These claims, which form historical argument, may be expressed as descriptive, explanatory or narrative accounts.*

Historical arguments explain the relationships among pieces of evidence and the reasoning that connects evidence and claims. For example, a historian may describe and discuss the evidence itself, show how various pieces of evidence together build a cohesive picture or how a particular perspective made sense within the context of the times. We wanted students to engage in historical argumentation themselves by learning to analyze evidence, create claims, and explain how the evidence connects to the claim.
4. **Students use interpretive frameworks such as societal structures (e.g. political, economic, technological), systems (e.g. feudalism, colonialism, Jim Crow), patterns (e.g. periodization, individual vs. mass agency, immigration, industrialization) and schools of historical thought (e.g. idealism, material determinism) to analyze historical claims and evidence.**

   Interpretive frameworks are the lenses historians use to analyze the past. These lenses allow them to not only analyze claims and evidence but to create their own arguments and even their own interpretive frameworks. We wanted students to become aware of all of these kinds of interpretive frameworks and use them in the development of their own arguments.

5. **Students evaluate historical interpretations for coherence, completeness, the quality of evidence and reasoning, and perspective.**

   In order for historians to create plausible interpretations of the past, they must evaluate what they read, and so must students. In order to evaluate a historical interpretation (argument), they must be able to read the argument closely and analyze it on a number of levels. We want students to recognize the work of historians as argument and have the tools to comprehend, analyze and evaluate them.

6. **Students demonstrate understanding of the epistemology of history—as inquiry into the past, seeing history as competing interpretations that are contested, incomplete approximations of the past, open to new evidence and new interpretations.**

   This last focus is the most overarching of the six—encompassing understandings gleaned from each of the prior points. Students will be hampered in developing historical inquiry practices and achieving the other five learning objectives if they do not take up
the epistemology of historians. However, many students view history as a set of facts to memorize. Rather than just hope that students, by working toward the other five goals, will come to view history as interpretation, the epistemology needs to be made explicit through document sets that contradict one another (provide conflicting accounts), through discussions about why historians read and write the way they do, and by opportunities to engage in reading, thinking and writing like a historian.

*Excerpted from: