

SSUSH7 – INVESTIGATE POLITICAL, ECONOMIC, AND SOCIAL DEVELOPMENTS DURING THE AGE OF JACKSON.

A. EXPLAIN JACKSONIAN DEMOCRACY, INCLUDING EXPANDING SUFFRAGE, THE NULLIFICATION CRISIS AND STATES' RIGHTS, AND THE INDIAN REMOVAL ACT.

1) The Great Compromise and the Three-Fifths Compromise both dealt with

- A) the admission of new western states.**
- B) the territorial expansion of slavery.**
- C) the regulation of interstate commerce.**
- D) the representation of states in Congress.**

2) Those who supported adoption of the Constitution were called

- A) Abolitionists.**
- B) Democrats.**
- C) Federalists.**
- D) Republicans.**

3) The U.S. Constitution establishes a federal system of government. Which statement best describes a federal system of government?

- A) a Bill of Rights protects individual liberties**
- B) state laws are the highest authority in the nation**
- C) the people elect the president and Congress**
- D) power is divided between national and state governments**

4) The Articles of Confederation were important MAINLY because they

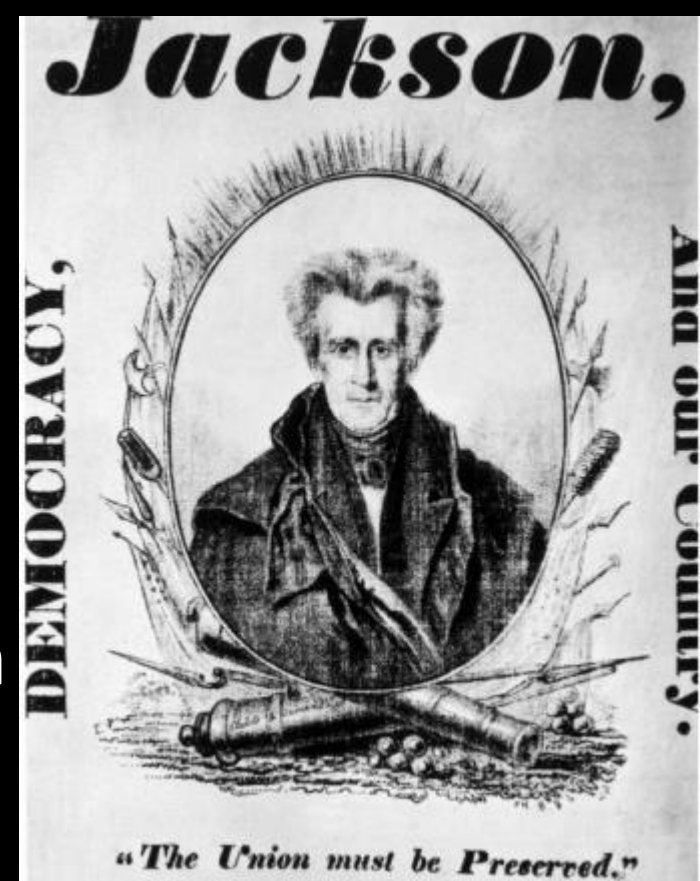
- A) named the country "The United States of America."**
- B) protected the rights and liberties of American citizens.**
- C) forbade states to enter into treaties without approval from Congress.**
- D) held the country together prior to the implementation of the Constitution.**

5) The first government of the United States was the

- A) Constitution.**
- B) Mayflower Compact.**
- C) Articles of Confederation.**
- D) Declaration of Independence.**

Popular Political Culture

- Jackson's presidential campaigns caused an **increase in public participation in politics**
- Jackson's side accused his opponent of flattering European royalty and of misusing public funds.
- The opponent accused Jackson of unfaithfulness in his marriage, of massacring Native Americans, of illegally executing convicted soldiers, and of dueling.
- These accusations were publicized in songs, pamphlets, posters, and lapel buttons. A voter could find all these at the **first-ever campaign rallies and barbecues**.



Jacksonian Democracy

- President Andrew Jackson and his supporters shared a political philosophy later referred to as “**Jacksonian Democracy.**”
- It sought a **stronger presidency** and executive branch, and a **weaker Congress.**
- Out of respect for the common man, it also sought to **broaden public participation** in government, so it expanded voting rights to include **all adult white males, not just landowners.**
- Another principle of Jacksonian democracy was that politicians should be allowed to appoint their followers to government jobs as a way of limiting the power of elite groups. Jacksonians also favored **Manifest Destiny** and greater westward expansion of the United States.

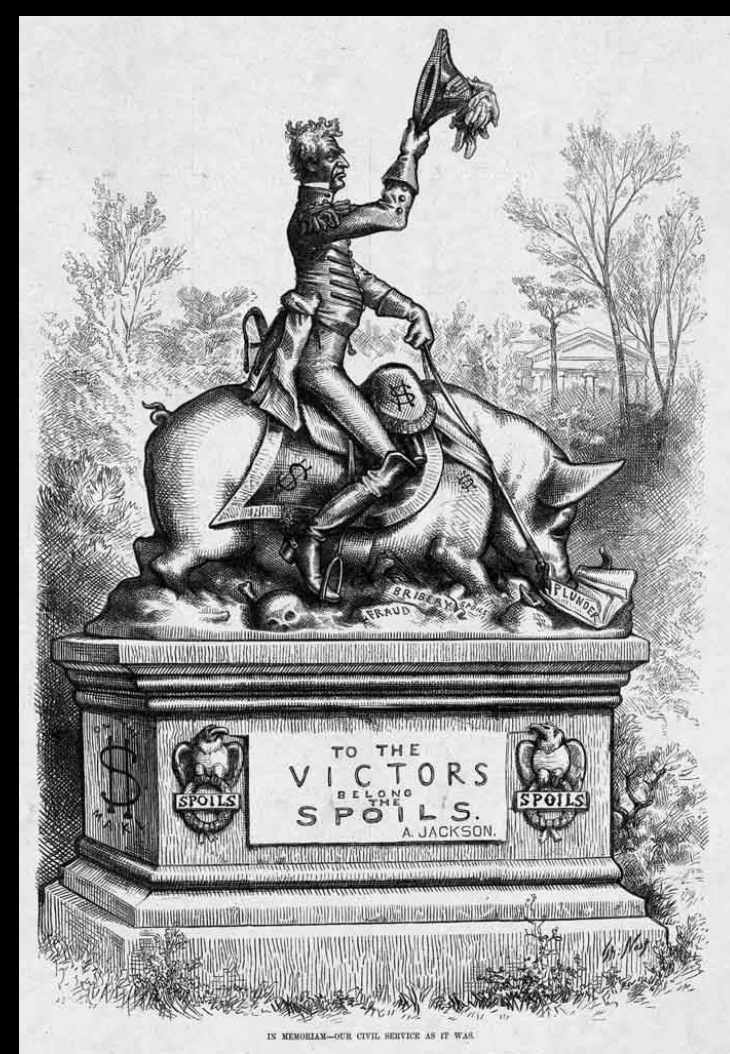


Jacksonian Democracy



Spoils System

- Another principle of Jacksonian Democracy was that politicians should be allowed to appoint their followers to government jobs as a way of limiting the power of elite groups.
- This process became known as the spoils system. Jackson believed that the President had to make sure the executive branch employees were carrying out the business of the government according to the plans of the party in power.
- Therefore, he believed these government jobs, of necessity, should be held only by people who had demonstrated their loyalty to the party by working in campaigns. The new spoils system he implemented sometimes led to corruption and unqualified workers in government positions.



Nationalism



- As a people, Americans in Jackson's day believed in **Manifest Destiny**. They believed their nation was different from, and superior to, other nations because most Americans of that time shared the Protestant religion and English language, ancestry, and culture.
- They believed it was their duty to expand the hold of their religion, language, ancestry, and culture all the way to the Pacific Ocean to remake all of North America as the Founding Fathers had remade its Atlantic coast. Altogether, these beliefs comprise American nationalism.

Campaign Flier

- Students will create a poster that as a campaign tool for the Jackson presidency. The poster must include: Jackson's views on suffrage, his contributions to political culture, nationalism, Manifest Destiny and his proposals regarding Native Americans.

Jackson Forever!
The Hero of Two Wars and of Orleans!
The Man of the People!
HE WHO COULD NOT BARTER NOR BARGAIN FOR THE
PRESIDENCY!

Who, although "A Military Chieftain," valued the purity of Elections and of the Electors, MORE than the Office of PRESIDENT itself! Although the greatest in the gift of his countrymen, and the highest in point of dignity in the world.

BECAUSE
It should be derived from the
PEOPLE!

No Gag Laws! No Black Cockades! No Reign of Terror! No Standing Army or Navy Officers, when under the pay of Government, to browbeat, or

KNOCK DOWN
Old Revolutionary Characters, or our Representatives while in the discharge of their duty. To the Polls then, and vote for those who will support

OLD HICKORY
AND THE ELECTORAL LAW.

BORN TO COMMAND.



OF VETO MEMORY.

HAD I BEEN CONSULTED.

KING ANDREW THE FIRST.

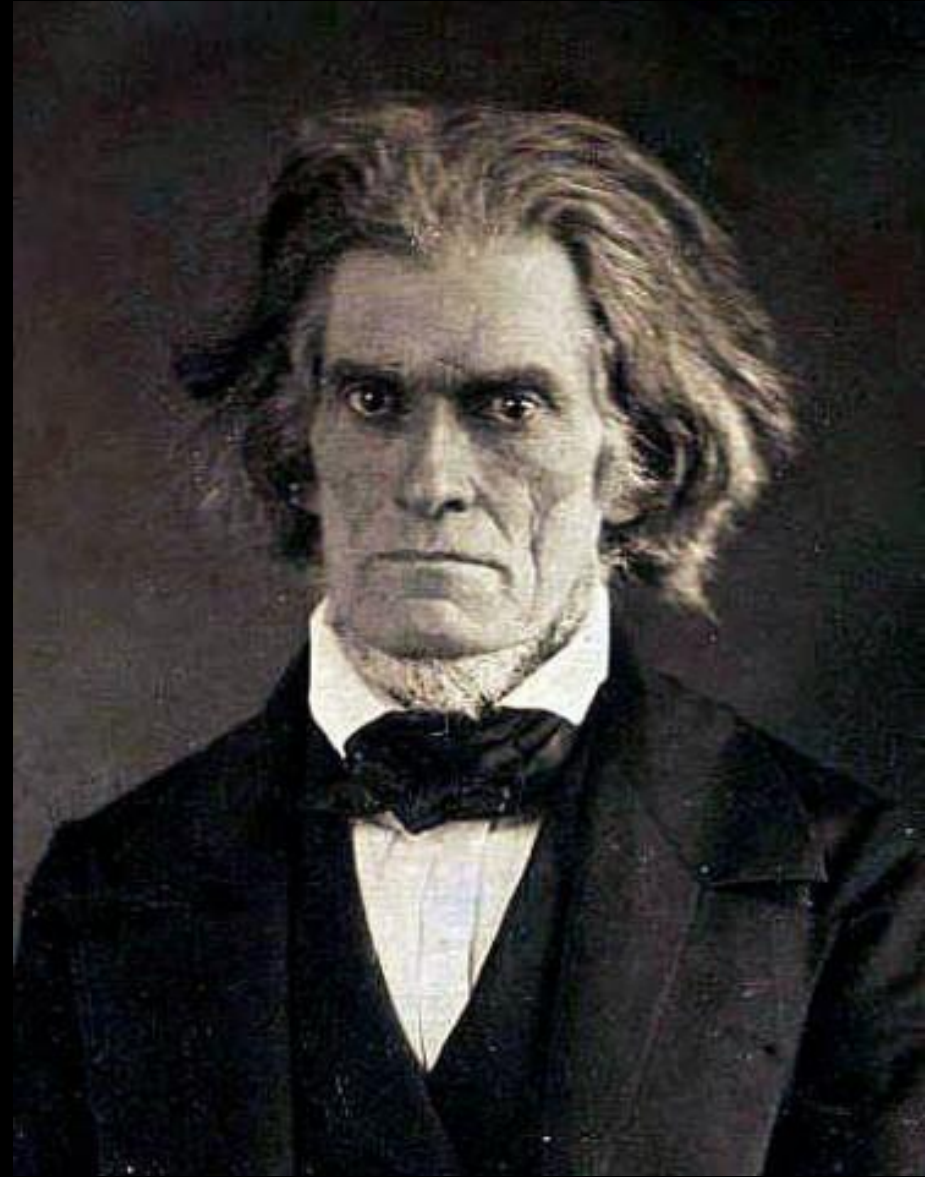
KING ANDREW
THE FIRST,
"Born to Command."

A KING who, possessing as much power as his Gracious Brother William IV, makes a worse use of it.
A KING who has placed himself above the laws, as he has shown by his contempt of our judges.
A KING who would destroy our currency, and substitute *Old Rags*, payable by no one knows who, and no one knows where, instead of good *Silver Dollars*.
A KING born to command, as he has shown himself by appointing men to office contrary to the will of the People.
A KING who, while he was feeding his favourites out of the public money, denied a pittance to the *Old Soldiers* who fought and bled for our independence.
A KING whose *Prime Minister* and *Heir Apparent*, was thought unfit for the office of ambassador by the people:

**Shall he reign over us,
Or shall the PEOPLE RULE?**

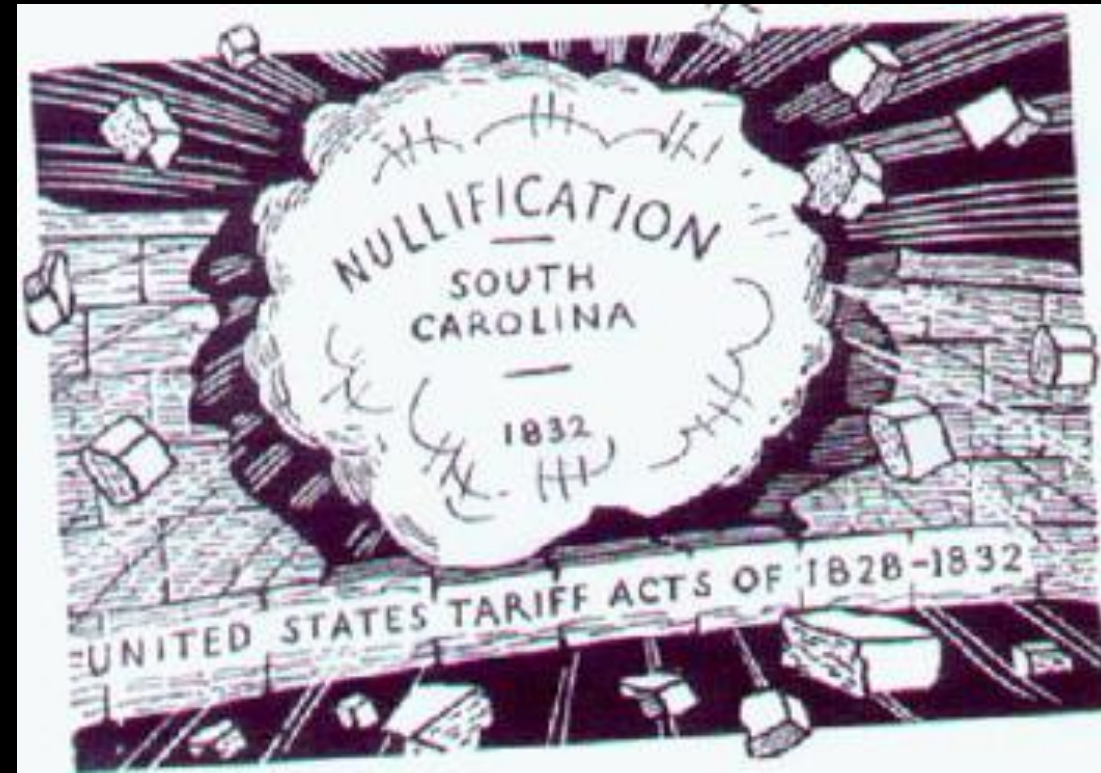
Nullification Crisis

- Vice President John C. Calhoun argued with President Andrew Jackson about the rights of states to nullify (cancel) federal laws they opposed.
- Trouble, known as the Nullification Crisis, resulted when southern states sought to nullify a high tariff (tax) Congress had passed on manufactured goods imported from Europe. This tariff helped northern manufacturers but hurt southern plantation owners, so legislators nullified the tariff in South Carolina.



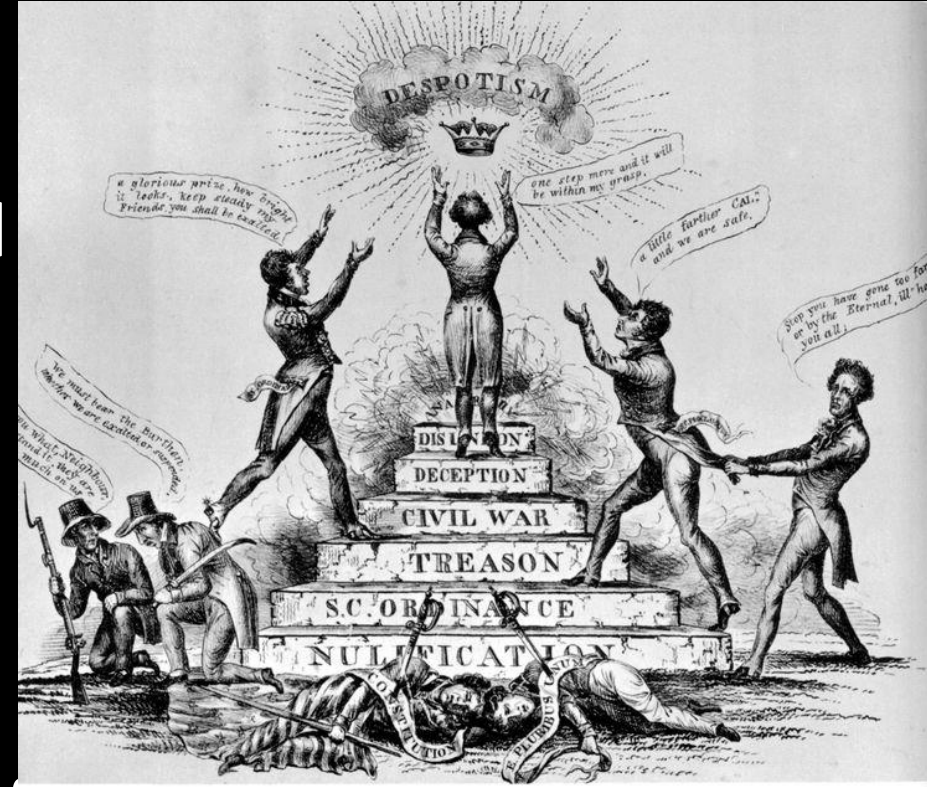
Results of Nullification

- Calhoun, a South Carolinian, resigned from the vice presidency to lead the efforts of the southern states in this crisis. His loyalty to the interests of the southern region, or section, of the United States, not to the United States as a whole, contributed to the rise of sectionalism.



Nullification Crisis

- Calhoun & the advocates of sectionalism argued in favor of states' rights—the idea that states have certain rights & political powers separate from those held by the federal government and that the federal government may not violate these rights.
- The supporters of sectionalism were mostly *Southerners*. Their opponents were afraid that if each state could decide for itself which federal laws to obey, the *United States would dissolve into sectional discord or even warfare*



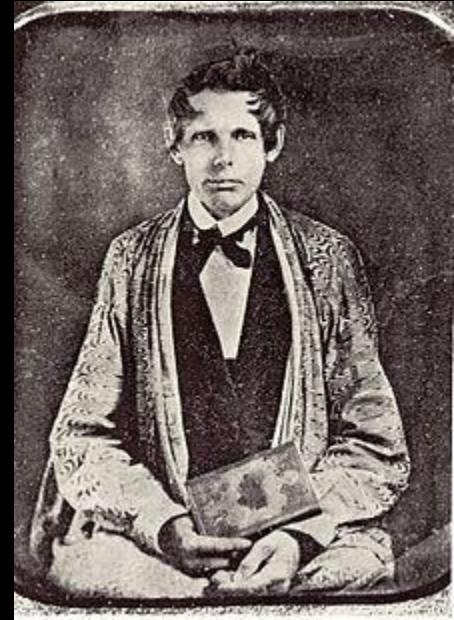
Indian Removal Act

- Andrew Jackson's democratic philosophy and appeal to the common man did not encompass American Indians. During his military career, Jackson was known for his attacks on the Seminole and Creek tribes in the southern United States and northern Florida during the War of 1812.
- Once Jackson was elected President, he worked to expand the land available for white settlement. To achieve this, Jackson signed the Indian Removal Act in 1830, which forced thousands of American Indians to leave their homelands and re-settle west of the Mississippi River. The American Indians would be given land in the west in exchange for the lands they held in the east.



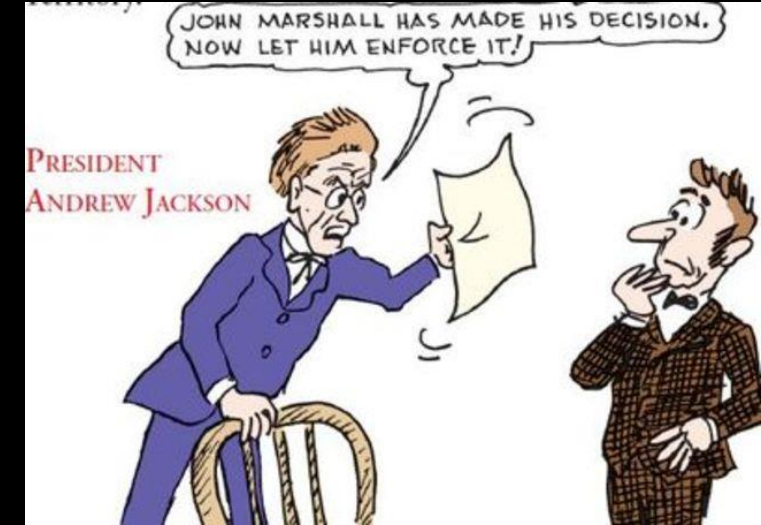
Worcester v. Georgia

- While most tribes resented the policy, they reluctantly complied. However, a few tribes, such as the Cherokee Nation in Georgia, refused to give up their land to the state. Georgia had passed a statute that abolished the Cherokee government and laws in the eyes of the state. The state was planning to use this provision to take control of Cherokee lands that had been granted to them by a 1791 treaty with the United States government. The issue in Georgia was highly charged since gold had been discovered in the northern part of the state.
- The Georgia lands where white settlers flocked in the gold rush of the 1830s was mostly held by Cherokee Indians. The Cherokee filed suit to challenge the loss of their land. The case was heard by the United States Supreme Court and Chief Justice John Marshall issued the ruling for Worcester v. Georgia. In this 1832 decision, Marshall sided with the Cherokee Indians and said that the state of Georgia had no authority to legislate against the tribe.



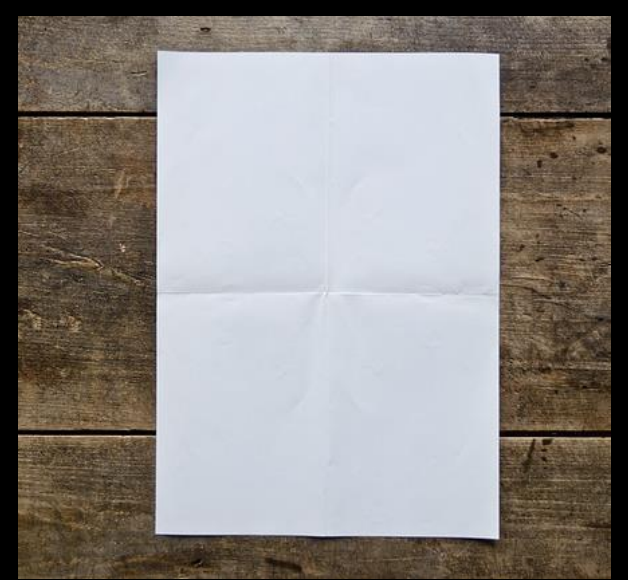
Trail of Tears

- After the Supreme Court issued the ruling, President Andrew Jackson openly challenged John Marshall and the decision. Jackson stated, “John Marshall has made his decision; now let him enforce it!” In 1835, the Georgia Cherokee reluctantly surrendered their lands.
- Over the next few years, the Cherokee’s were forced to travel to the west over what became known as the Trail of Tears. The forced removal was difficult and thousands of American Indians died along the way due to starvation, disease, and exhaustion.



Performance Task

- **Part 1:** Each group will be given an issue in Jackson's presidency and a packet with sources on that issue. Students will make a poster about that issue and explain whether Jackson was a "Saint" or a "Tyrant"
- **Part 2:** Students will take notes on the provided chart. After all presentations, students will use all the evidence to come to a conclusion. Students will write a paragraph explaining whether Jackson was a "Saint" or a "Tyrant" based on all evidence.



Name: _____ Date: _____

Title:

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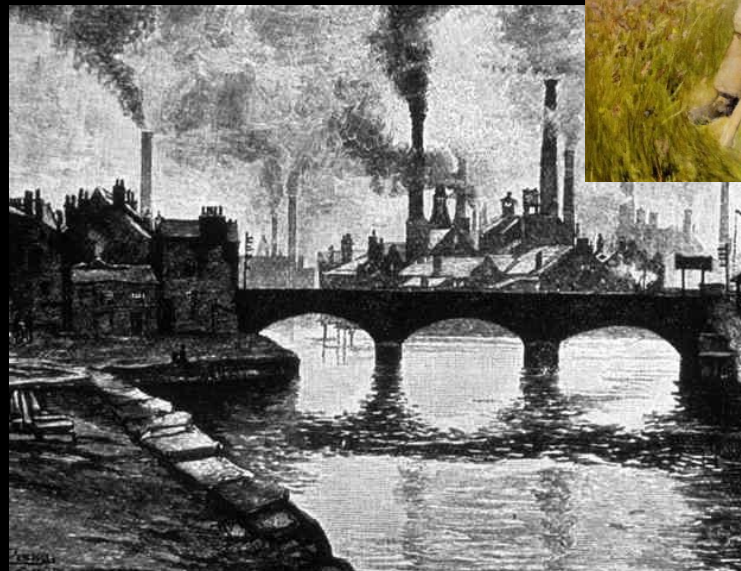
B. EXPLAIN HOW THE NORTH, SOUTH, AND WEST WERE LINKED THROUGH INDUSTRIAL AND ECONOMIC EXPANSION INCLUDING HENRY CLAY AND THE AMERICAN SYSTEM.

Industrialization

- The emphasis on building American manufactures was one of the points of conflict between the Whig Party, led by Henry Clay, and the Jacksonian Democrats. Clay and the Whigs believed very strongly that the federal government should be involved in funding progress through infrastructure projects and investing in the development of industry. As industrialization expanded, each region of the United States was impacted. The North, South, and West were increasingly linked together through advances in transportation and the industrial process.
- Henry Clay and the Whigs supported the idea of economic nationalism in which the federal government would support these factors in developing a robust industrial network in the United States. The approach sought to boost the nation's overall economic success rather than each region of the country operating somewhat independently of the others. The nation had abundant resources available in the south, the ability to harness waterpower from swift rivers to operate factories in the north, a growing immigrant population to labor in the factories, and new methods of transportation to connect the farms, factories, and markets across all regions.

Vocabulary of the Standard

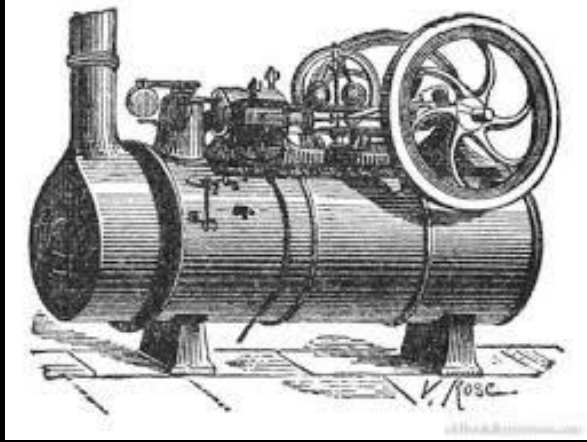
- The Industrial Revolution- which took place from the 18th to 19th centuries, was a period during which predominantly **agrarian, rural** societies in Europe and America became **industrial and urban**.
 - Agrarian- farming
 - rural- the countryside
 - Industrial- business
 - Urban- cities



Life before the IR

- Prior to the Industrial Revolution, which began in Britain in the late 1700s, manufacturing was often done in people's homes, using hand tools or basic





- power driven machines operated by semiskilled or unskilled workers replaced hand tools operated by skilled laborers, altering the quality of work for many people
- Eli Whitney best illustrates the rise of industrialization with his invention of the cotton gin and interchangeable parts for muskets
- Industrialization marked a shift to powered, special-purpose machinery, factories and mass production. The iron and textile industries, and the development of the steam engine, played major roles
- also saw improved systems of transportation, communication and banking.

Vocab

- Infrastructure- the basic equipment and structures (such as roads and bridges) that are needed for a country, region, or organization to function properly



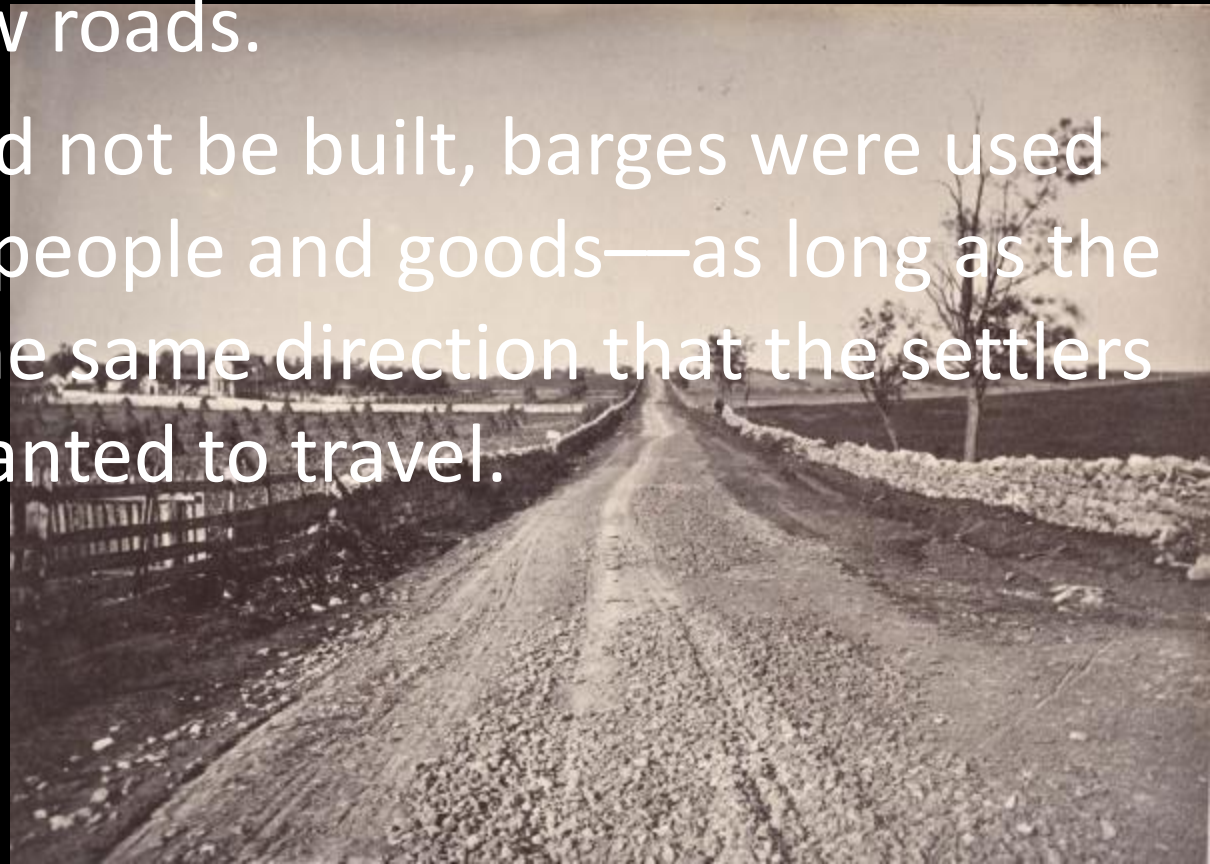
Why do we need it in 1820?

- In this period, many families moved west of the Appalachian Mountains to claim land in the new American territories stretching to the Mississippi River. Their travel was difficult, taking a week to cross the distance a car might drive today in a few hours.



Building Infrastructure

- In response, private companies built the young nation's roads and waterways. These roads were often turnpikes, or toll roads, which travelers paid a fee to use. In turn, these fees were used to pay for upkeep of the new roads.
- Where roads could not be built, barges were used on rivers to carry people and goods—as long as the rivers flowed in the same direction that the settlers and merchants wanted to travel.

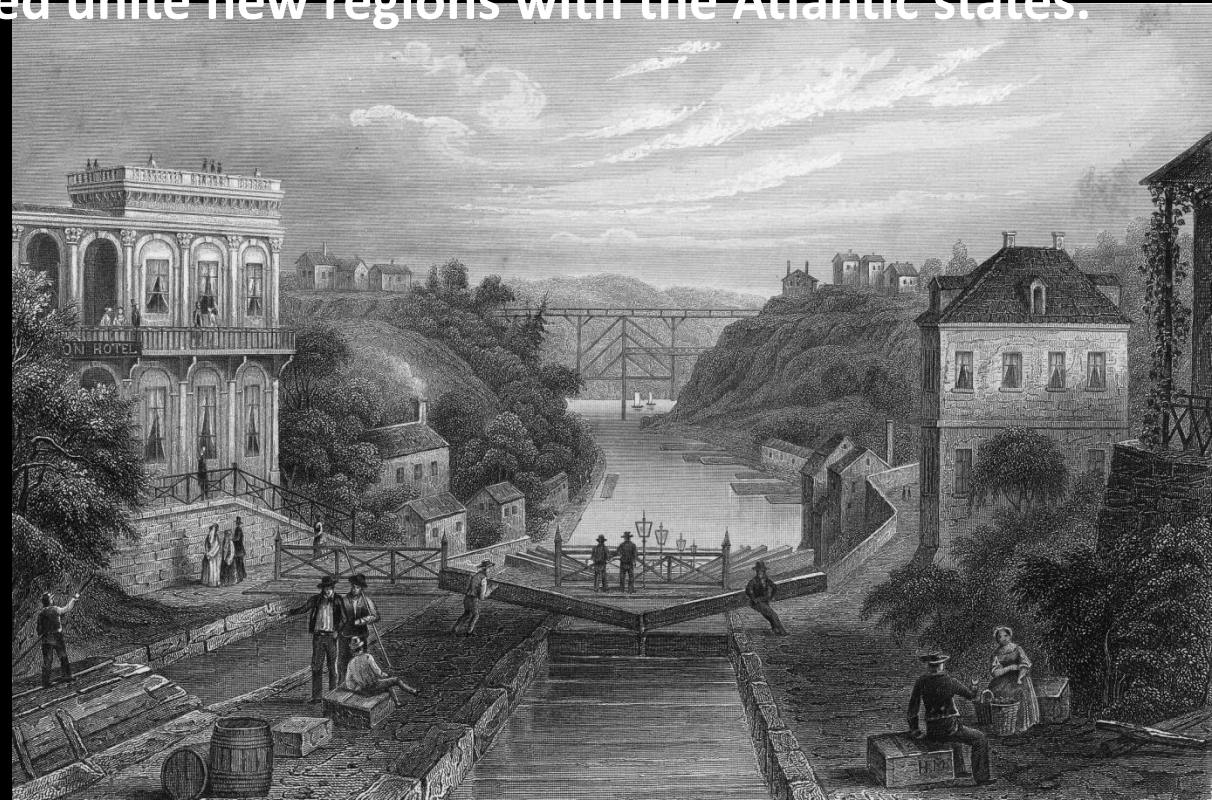


- Soon a new invention, the steamboat, enabled people to buy a ticket from private companies that operated the boats and to travel upstream as easily as downstream.
- Lastly, in the wilderness where rivers did not run and roads could not be built, government leaders joined business people to build canals—artificial rivers. These shallow waterways were for barges, not steamboats, and had pathways alongside on which horses or mules pulled the barges.



Erie Canal

- The most famous canal built in this era was the Erie Canal, which **connected the Great Lakes to the Atlantic Ocean.**
- It was opened in 1825 after eight years of digging by **thousands of laborers, mostly immigrants.** It stretches 363 miles from Lake Erie to the Hudson River, which flows into the Atlantic Ocean at New York City.
- The Erie Canal served as a **turnpike for barges where a road could not easily be built, and greatly lowered transportation costs.** This not only opened up western New York and regions further west to increased settlement, but also helped unite new regions with the Atlantic states.





CANADA

ATLANTIC OCEAN

0 100 miles
0 100 kilometers

- Cruise route
- Cruise visit
- * Eastbound only
- ** Westbound only

Wisconsin
Manitowoc**
Manistee*
Mackinac I.
L. Huron
Mich.
Chicago
Wyandotte
L. Erie
Cleveland
Erie*
Sylvan Beach
Buffalo
Rochester
Oswego
Amsterdam
Troy
Warren
Kingston
West Point
Penn.
N.Y.
Vt.
N.H.
Mass.
Conn.
R.I.
Ohio
Illinois
Indiana
Ohio
Penn.
N.J.
Md.
Va.
D.C.
W.Va.
Del.Maine

New York City

- Until 1790, New York City was the capital of the United States.
- In the early 1800s, civic development turned this colonial town into a great economic center established on a grid of city blocks. By 1835, the population had grown so large that New York City outpaced Philadelphia as the largest U.S. city.
- **Trade grew when the Erie Canal made the city's harbors the link between European merchants and the great agricultural markets across the Appalachians from New York City.** The city was home to the biggest gathering of artisans and crafts workers in the United States, and its banking and commercial activities would soon make it the leading city in all of North America.



Geographic

Social

Economic

Henry Clay

- With improved transportation methods rapidly changing the United States, Henry Clay became
- more involved in promoting the nation's economic growth. Clay was a Kentucky politician, founder of
- the Whig Party, and rival of Andrew Jackson. He supported industrialization and believed that the
- federal government needed to take strong action to ensure the economic growth of the United States.
- The American System was Henry Clay's plan for expanding production in the United States.

American System

There were three components to the American System.:

1. Clay encouraged the Congress to pass protective tariffs that would make imported goods more expensive than similar products manufactured in new American factories.
2. The American System was federal funding for internal improvements to the infrastructure of the United States. Rather than states or private businesses being the primary contractors for roads, canals, or railroads, the federal government would fund the large scale transportation projects that would connect far reaching points instead of being limited to state boundaries.
3. Henry Clay believed was the key to the entire process for industrial and economic expansion was the reestablishment of a National Bank to issue a national currency and serve as a depository for federal funds. The first Bank of the United States was established during George Washington's presidency and was the creation of Alexander Hamilton. It had expired in 1811 while the Democratic-Republicans were in power. Whigs, such as Henry Clay, believed it was essential to bring back a National Bank in order to fund internal improvement projects, stabilize the economy, and support new industrial pursuits. The Jacksonian Democrats opposed the idea of a National Bank because they believed it supported the upper class industrialists at the expense of the small farmer.

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C. EXPLAIN THE INFLUENCE OF THE SECOND GREAT AWAKENING ON SOCIAL REFORM MOVEMENTS, INCLUDING TEMPERANCE, PUBLIC EDUCATION, AND WOMEN'S EFFORTS TO GAIN SUFFRAGE.

What do you think the
artist's political beliefs
were?



Second Great Awakening

- In the 1820s, a Second Great Awakening arose in the United States. The Jacksonian Democracy's emphasis on the common man bolstered the religious revival that swept the nation.
- Revivalist ministers preached sermons that appealed to all classes and spread a message of salvation for all. One of the effects of the Second Great Awakening was a desire by Christians to attack perceived social ills in 19th century America. Temperance, public education, and women's efforts to gain suffrage were all areas of reform that emerged from the religious focus of the period.

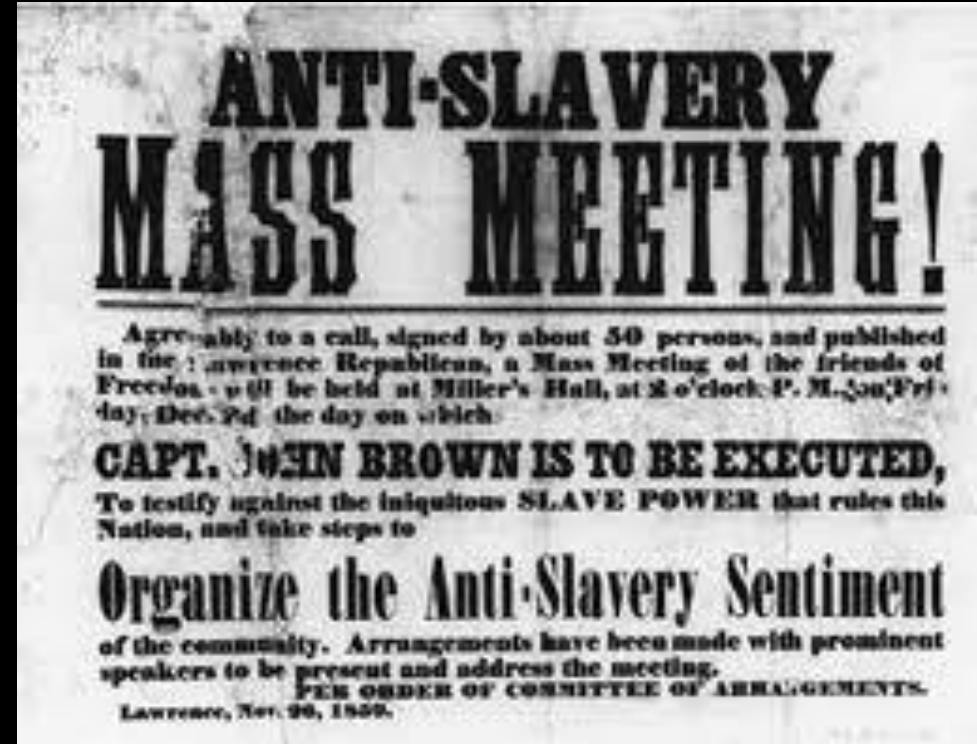
Temperance

- *People should drink less alcohol, or alcohol should be outlawed altogether.*
- This movement increased the size of Protestant religious organizations and their influence in western and rural sections of the country.
- Women played an important role, which laid the foundation for the women's movement.



Abolition

- *Slavery should be abolished and it should not be allowed in new states.*
- This movement made slavery and its expansion an important political issue.
- Women played an important role, which laid the foundation for the women's movement.



Public School

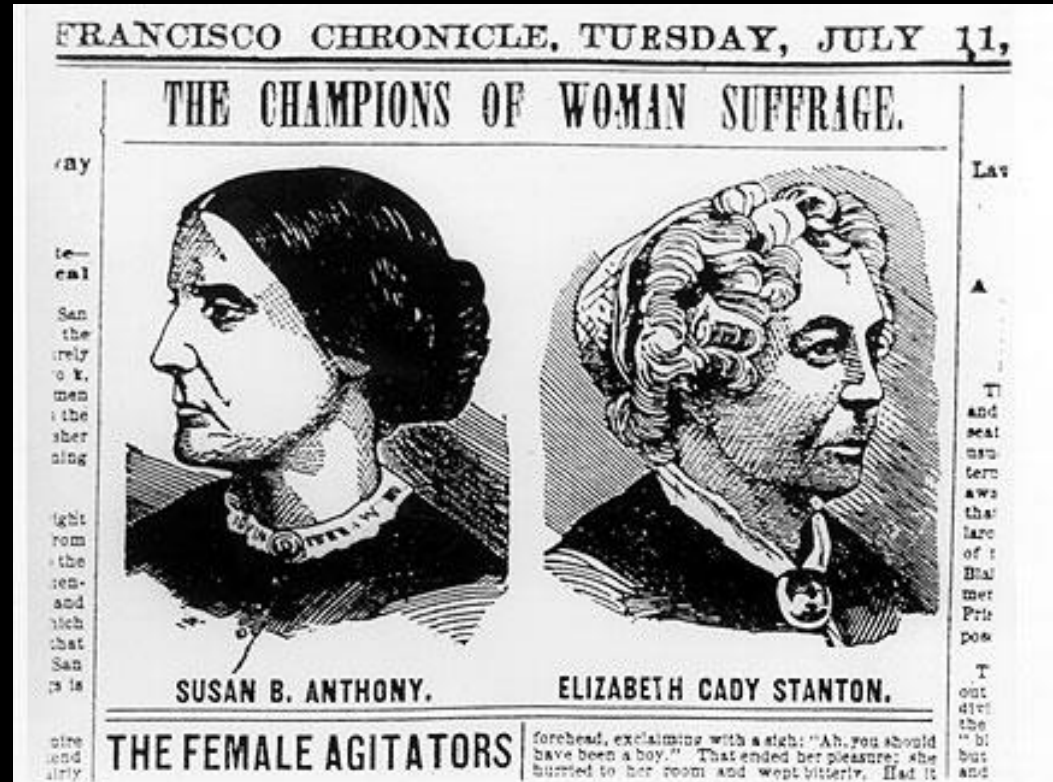
- All children should be required to attend free schools supported by taxpayers and staffed by trained teachers.
- This movement established education as a right for all children and as a state and local issue it improved the quality of schools by requiring trained teachers



- Horace Mann of Massachusetts, along with Henry Bernard of Connecticut, began the Common School Movement.
- The Common School Movement hoped to create good citizens, unite society and prevent crime and poverty. Mann advocated a free public education, financed by local funds and administered by a local school board and superintendent. This model is essentially the one used in America today.

Women's Suffrage

- Women's rights were few in the early 1800s. Women did not have the right to vote (suffrage) and often lacked legal custody of their own children. Most men—and most women, too—believed this was fitting and proper.



Elizabeth Cady Stanton

- She was an outspoken advocate for women's full rights of citizenship, including voting rights and parental and custody rights.
- In 1848, she organized the Seneca Falls Conference, America's first women's rights convention, in New York.
- Delegates adopted a declaration of women's independence, including women's suffrage.
- Historians often cite the Seneca Falls Conference as the event that marked the beginning of organized efforts by women in the United States to gain civil rights equal to those of men.





VOTES
FOR
WOMEN

THE
**SENECA FALLS
CONVENTION**

July 19—20, 1848

Assignment

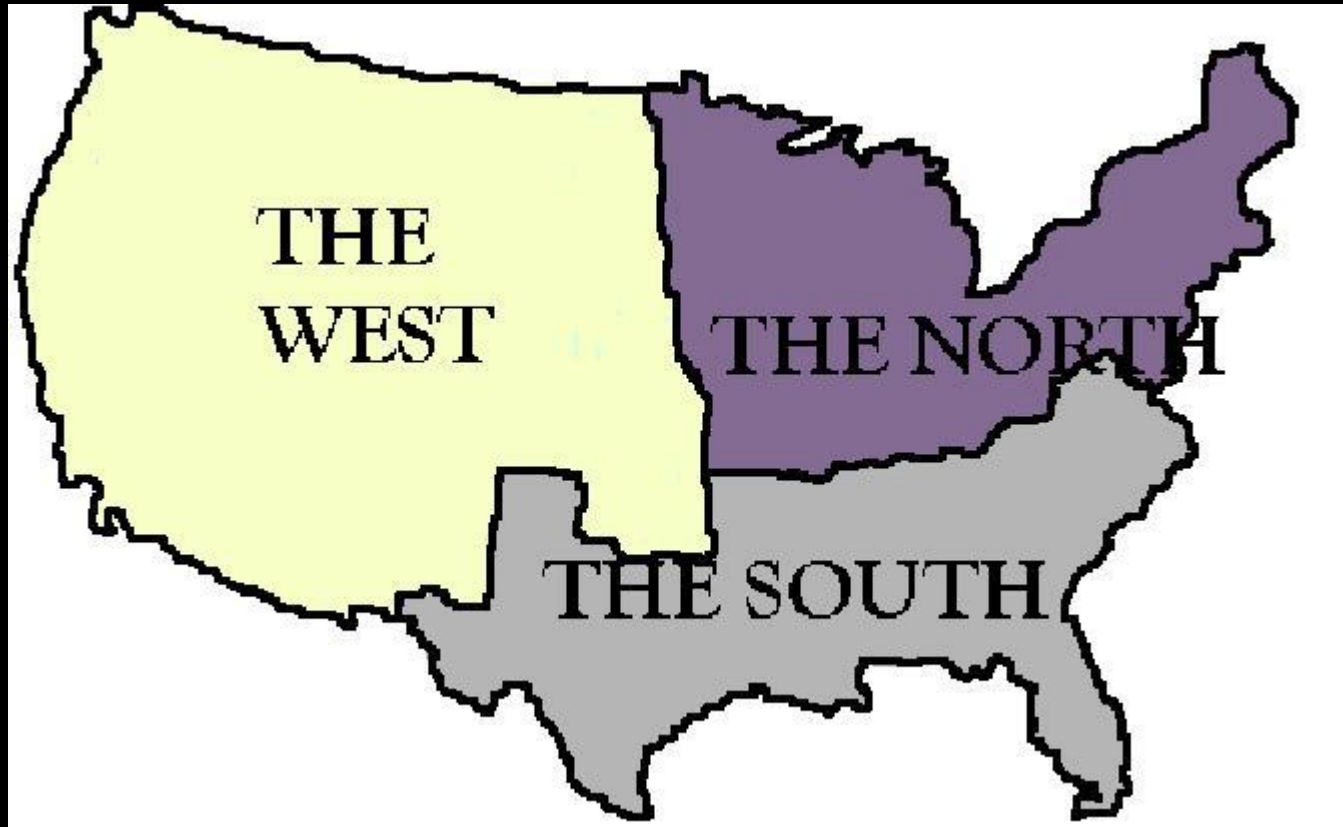
- Each group will be assigned a different reform movement. Students will use the iPads to access the class website which will have links to resources on each reform movement.
- Students will have 30 minutes to create a poster with details of each movement that they will present to the class.
- Things to include:
 - Major people involved with the movement
 - Major events
 - Major ideas
 - Brief history
 - A picture

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D. EXPLAIN HOW THE SIGNIFICANCE OF SLAVERY GREW IN AMERICAN POLITICS INCLUDING SLAVE REBELLIONS AND THE RISE OF ABOLITIONISM.

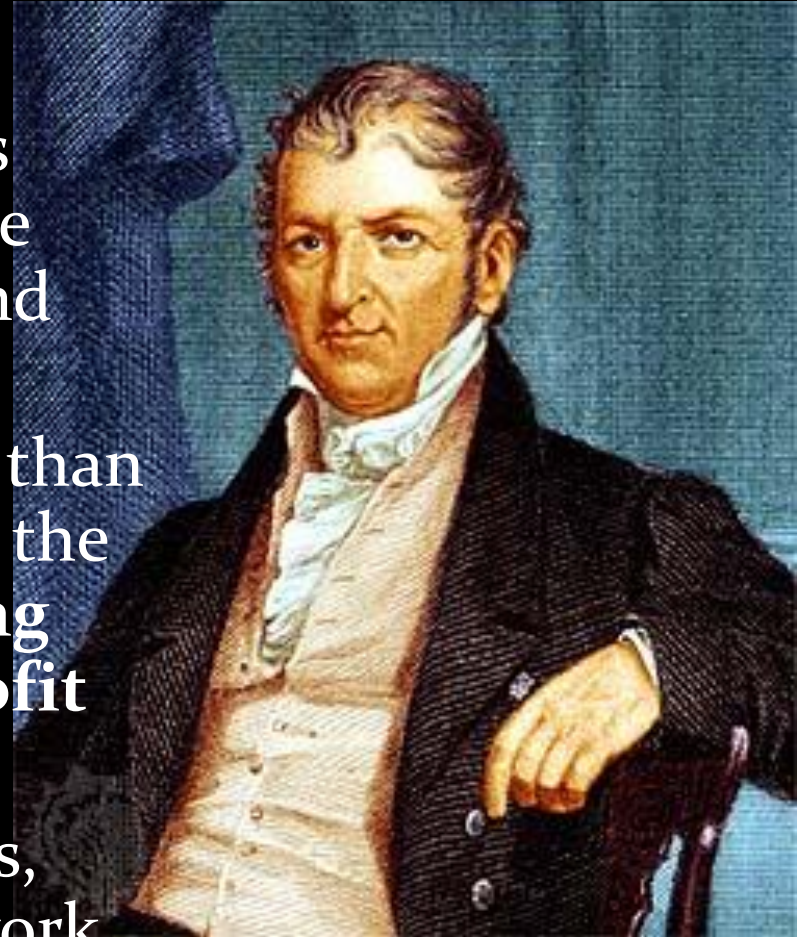
Vocabulary of the Standard:

- **Abolition:** the movement in favor of officially ending or stopping slavery
- **Sectionalism:** a tendency to be more concerned with the interests of your particular group or region than with the problems and interests of the larger group, country, etc.



Eli Whitney and the Cotton Gin

- American inventor Eli Whitney invented the cotton gin in 1793.
- It is a machine that rapidly removes cotton plant seeds from the valuable cotton fiber used to make thread and fabric.
- By producing more cotton in a day than any person could working by hand, the gin **reduced the cost of processing cotton and greatly raised the profit from growing it.**
- To further cut costs and raise profits, unskilled slaves were often put to work running the cotton gins in the southern states





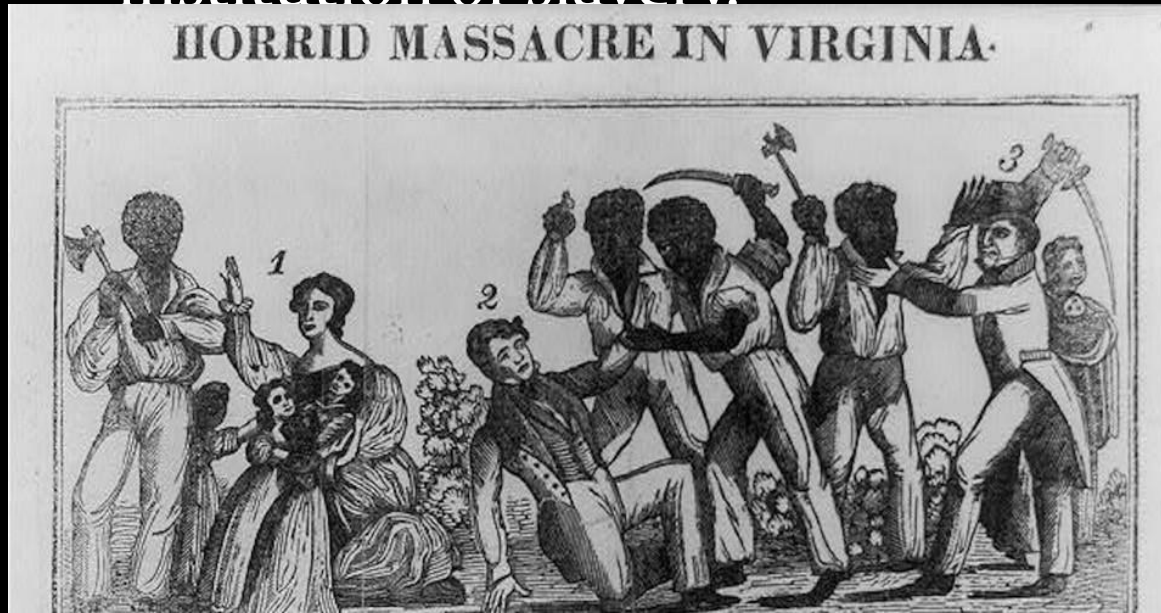
Slavery and politics



- **Most white Southerners opposed abolition. White writers and public speakers argued slavery was a necessary part of life in the South. The southern economy, they said, was based on large-scale agriculture that would be impossible to maintain without slave labor.**
- **They also boasted that southern white culture was highly sophisticated and said it was made possible by the plantation economy.**
- **Another proslavery argument claimed slaves were treated well and lived better lives than factory workers in the North. In fact, some whites said they provided better lives for slaves than free blacks were able to provide themselves. When settlers in the slaveholding Missouri Territory sought statehood, proslavery and antislavery politicians made slavery a central issue in national politics**

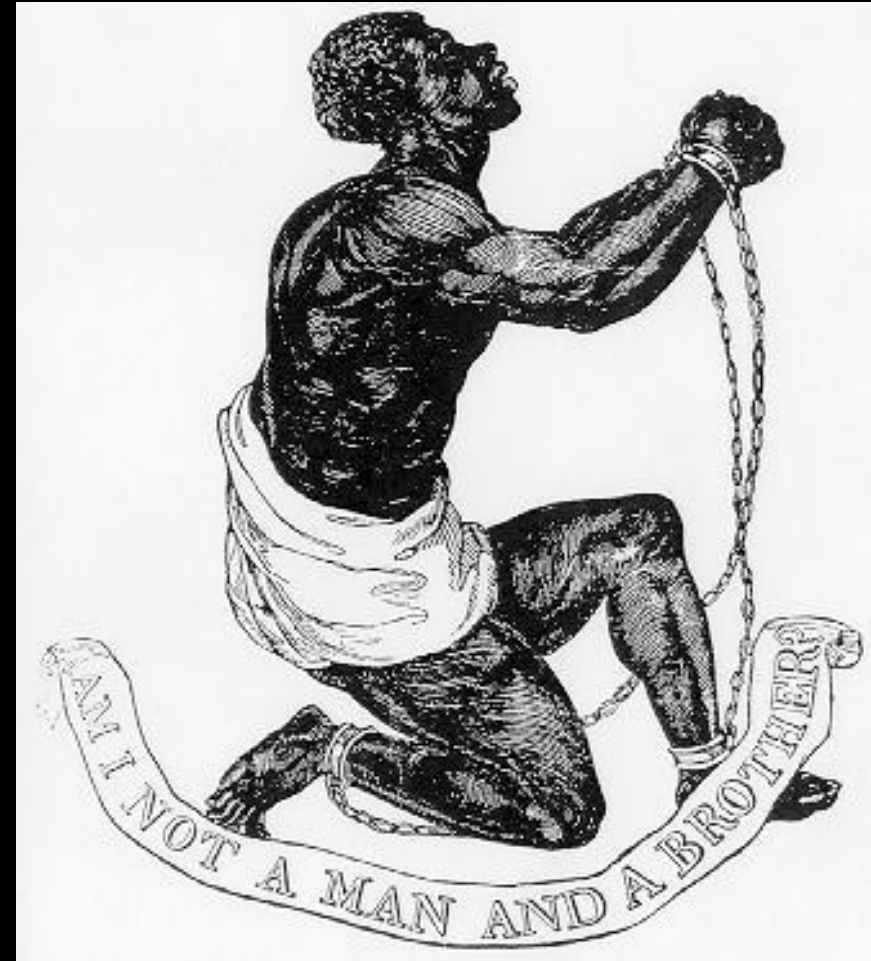
Nat Turner

- African American preacher Nat Turner believed his mission on Earth was to free his people from slavery.
- Seeing an 1831 solar eclipse as a message from above, he led a slave rebellion on four Virginia plantations.
- About 60 whites were killed, and Turner was captured, tried, and executed. To stop such uprisings, white leaders passed new laws to limit the activities of slaves and to strengthen the institution of slavery.



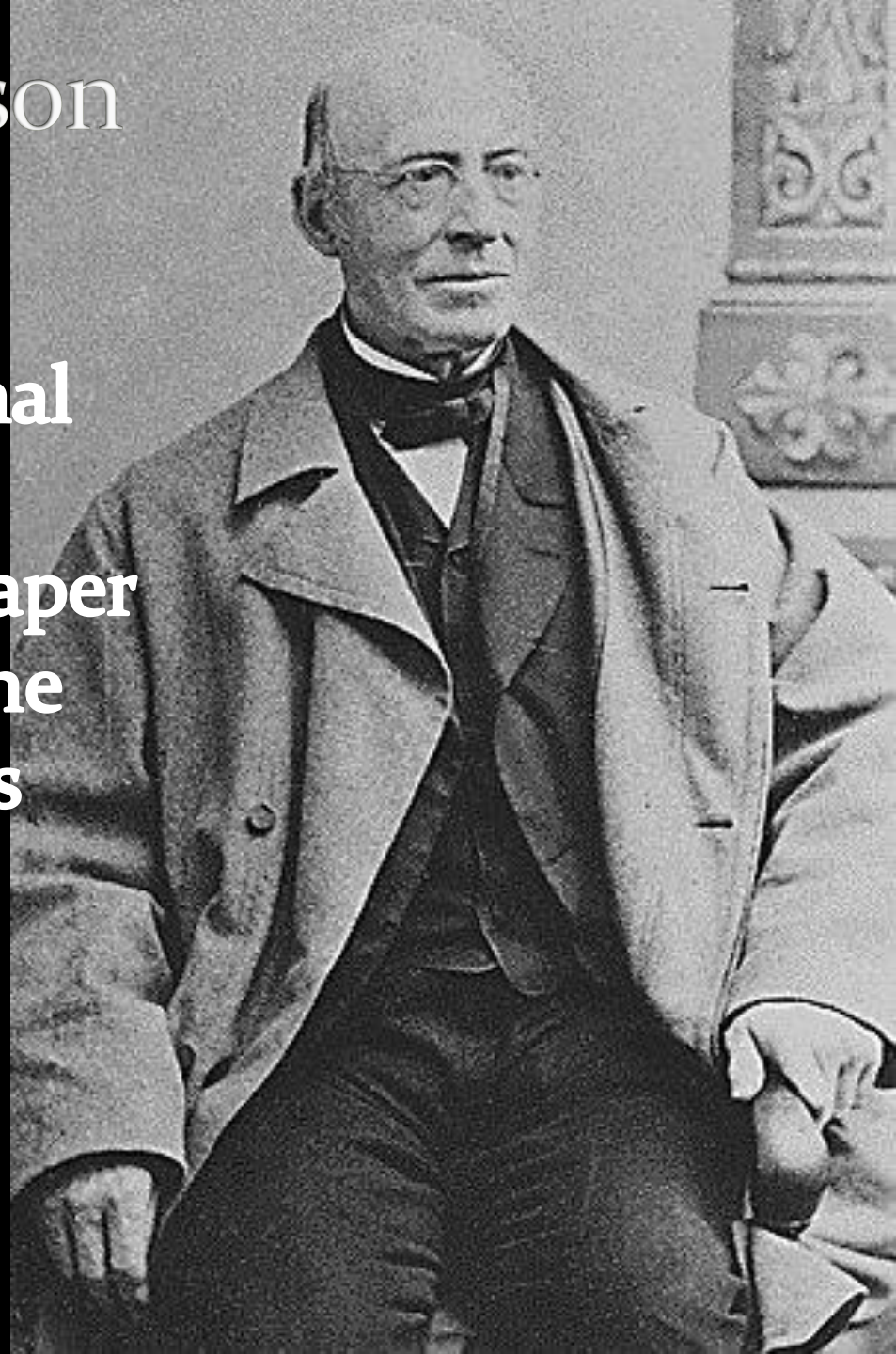
- **By 1820, although racial discrimination against African Americans remained, slavery had largely ended in the North.**
- **Many Northerners and some Southerners took up the cause of abolition, a campaign to abolish slavery immediately & grant no financial compensation to slave owners.**
- **As most slaves were held in southern states, abolition was a significant issue that led to growing hostility between Northerners and Southerners**

Abolition



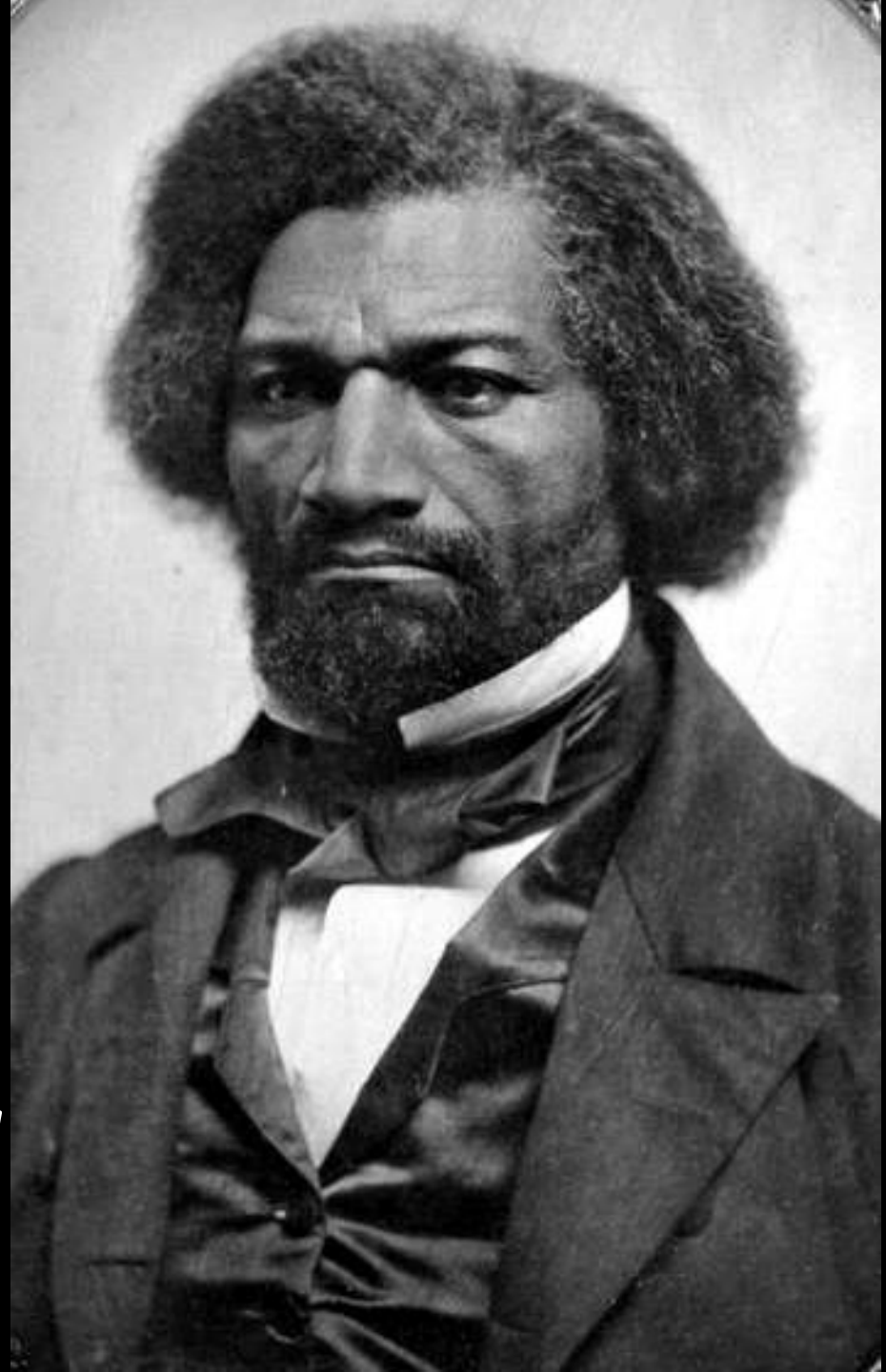
William Lloyd Garrison

- a writer and editor, was an important white abolitionist.
- He founded regional and national abolitionist societies and published an antislavery newspaper that printed graphic stories of the bad treatment received by slaves



Frederick Douglass

- a former slave, worked for Garrison and traveled widely, giving eloquent speeches on behalf of equality for African Americans, women, Native Americans, and immigrants.
- He later published autobiographies and his own antislavery newspaper



The Grimke Sisters

- The Grimke sisters, Sarah and Angelina, were southern women who lectured publicly throughout the northern states about the evils of slavery they had seen growing up on a plantation.
- Their public careers began when Garrison published a letter from Angelina in his newspaper.

Union with Freemen--No Union with Slaveholders.

ANTI-SLAVERY MEETINGS!

Anti-Slavery Meetings will be held in this place, to commence on _____ at _____ in the _____

To be Addressed by

Agents of the Western ANTI-SLAVERY SOCIETY.

Three millions of your fellow beings are in chains--the Church and Government sustains the horrible system of oppression.

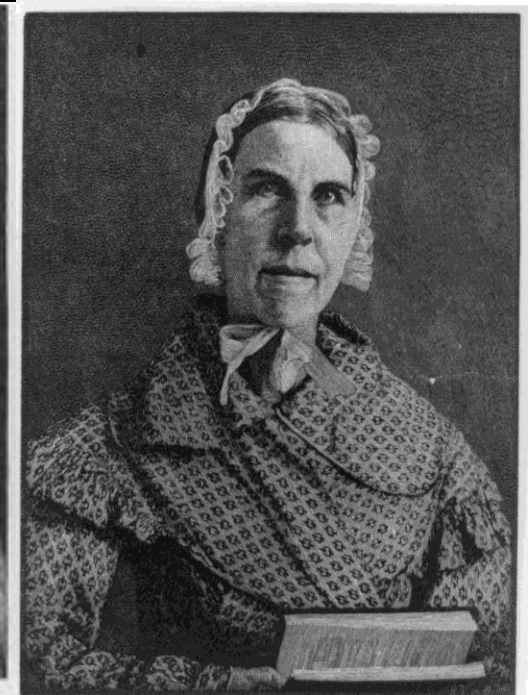
Turn Out!

AND LEARN YOUR DUTY TO YOURSELVES, THE SLAVE AND GOD.

EMANCIPATION or DISSOLUTION, and a FREE NORTHERN REPUBLIC!



Angelina Grimke



Sarah M. Grimke

Group Work

- **Each person will choose an abolitionist to research (William Lloyd Garrison, Frederick Douglas, the Grimke Sisters)**
- **Each person will make a flier for their abolitionist, describing their lives, beliefs and activism**
- **Students will analyze and note on their flier how their abolitionist's life influenced their beliefs**