Unit 06: Jacksonian Democracy

Content Area: **Social Studies**
Course(s): **US History 1**
Time Period: **Semester 2**
Length: **4 weeks**
Status: **Published**

Standards

6.1.12.HistoryCA.2.a	Research multiple perspectives to explain the struggle to create an American identity.
	Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.
6.1.12.CivicsPI.3.a	Analyze primary and secondary sources to determine the extent to which local and state issues, publications, and the rise of interest group and party politics impacted the development of democratic institutions and practices.
6.1.12.CivicsPI.3.b	Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.
	Social and political systems throughout time have promoted and denied civic virtues and democratic principles.
	Civics, Government, and Human Rights: Human and Civil Rights
	Governments around the world support universal human rights to varying degrees.
6.3.12.CivicsHR.1	Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.
	Global interconnections create complex spatial patterns at multiple scales that continue to change over time.
	Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely.

Enduring Understandings

1. The United States developed the world's first modern mass democracy and celebrated a new national culture, while Americans sought to define the nation's democratic ideals and to reform its institutions to match them.

A. The nation's transformations to a more participatory democracy was accompanied by continued debates over federal power, the relationship between the federal government and the states, the authority of different branches of the federal government, and the rights and responsibilities of individual citizens.

B. Concurrent with an increasing international exchange of goods and ideas, larger numbers of Americans began struggling with how to match democratic political ideals to political institutions and social realities.

C. While Americans celebrated their nation's progress toward a unified new national culture that blended Old World forms with New World ideas, various groups of the nation's inhabitants developed distinctive cultures of their own.

1. US interest in increasing foreign trade, expanding its national borders, and isolating itself from European conflicts shaped the nation's foreign policy and spurred government and private initiatives.

A. Struggling to create an independent global presence, US policymakers sought to dominate the North American continent and to promote its foreign trade.

B. Enthusiasm for US territorial expansion, fueled by economic and national security interests and supported by claims of US racial and cultural superiority, resulted in war, the opening of new markets, acquisition of new territory, and increased ideological conflicts.

C. Various American groups and individuals initiated, championed, and/or resisted the expansion of territory and/or government powers.

D. The American acquisition of lands in the West gave rise to a contest over the extension of slavery into the western territories as well as a series of attempts at national compromise.

- Students will determine, through media literacy skills and lateral, close reading strategies when evaluating primary and secondary resources the following: 1. context of the text; 2. reason for the text; 3. type of source the text is; 4. the point of view of the author of the text 5. the intended audience for the text 6. evaluate the stance of the text
- Students will use Historical Thinking Skills to evaluate sources and ideas. Comparison, Contextualization, Continuity and Change over Time, Periodization, Synthesis, Claims, Point of View, Intended Audience, and Purpose.
- Students will observe, note, and draw conclusions with the understanding that there are multiple perspectives. Multiple perspectives is the foundation to understanding the why and how of history. Documents, primary sources, historical readings will be evaluated.

Essential Questions

1. To what extent are values & principles set and permanent?

2. What was the impact of different forces of nationalism and sectionalism on the developing northern,

southern, and western regions of America?

3. How did expanded democratic participation influence the actions of the federal government throughout the 1820s, 1830s, and 1840s?

4. To what degree did Manifest Destiny represent American principles and virtues of the 19th century?

Knowledge and Skills

1. How did the aftermath of the War of 1812 usher in a period of national unity in America?

Post-War Nationalism

End of the Federalists

Second National Bank

American System

Internal Improvements (Erie Canal, Cumberland Road, etc.)

Protective Tariff of 1816

National Republicans

2. How did the Federal government become stronger during the Era of Good Feelings?

Marshall's Supreme Court Decisions (McCullough v MD, Gibbons v Ogden, Dartmouth College v Woodward, etc.)

Rush-Bagot Treaty

Convention of 1818

Adams-Onis Treaty

Monroe Doctrine

First Seminole War

Jackson and Spanish Florida

3. In what ways were regional identities and concerns still relevant in America during the Era of Good Feelings?

Missouri Compromise

4. What trends and events contributed to the end of the Era of Good Feelings?

Panic of 1819

Election of 1824

Corrupt Bargain

5. How did public sentiment about the Federal government shift in during the 1820s?

John Quincy Adams' Administration

Tariff of 1828

Election and Terms of Andrew Jackson

6. How did political institutions and traditions change to represent America's shift from a republic to a democracy?

State Voting Reforms

Universal White Male Suffrage

Party Nomination Conventions

Democratic Party

Whig Party

Popular Campaigning

Election of 1828

Spoils System

7. How did the Nullification Crisis reflect the long-standing conflict over the separation of powers between the state and federal governments?

South Carolina Exposition & Protest

Webster-Hayne Debate

Tariff of 1832

South Carolina Ordinance of Nullification

Force Bill of 1833

8. To what extent were Americans consistent in their actions during the Indian Removal Controversy?

Indian Removal Act

Cherokee Nation v GA

Theodore Frelinghuysen

Governor Wilson Lumpkin

Worcester v GA

Treaty of New Echota

Trail of Tears

9. What were causes and consequences of the Jackson Administration's actions during the Bank War?

Nicholas Biddle

Jackson's Bank Veto Message

Election of 1832

Attorney General Roger B. Taney

Jackson's Pet Banks

Wildcat Banks

Specie Circular of 1836

10. How did the Panic of 1837 reflect the principles of Jacksonian-Democracy?

Martin van Buren

Panic of 1837

11. To what extent was Jacksonian-Democracy influential throughout the 1840s?

Election of 1840

William Henry Harrison

John Tyler

James K. Polk

Zachary Taylor

12. What was Manifest Destiny and how consistent was it with past American virtues and principles?

Manifest Destiny

John O'Sullivan

Overlands Trail, Santa Fe Trail, Oregon Trail

California and Mexican settlement

Aroostook War

Role of women during western expansion/pioneers

13. How did the causes and actions of Americans during the Texan War of Independence reflect American virtues and principles?

Stephen Austin

General Antonio Lopez Santa Anna

Samuel Houston

The Alamo

Battle of San Jacinta

Treaty of Velasco

Republic of Texas

14. To what extent was James K. Polk supportive and supported by Manifest Destiny in the 1840s?

Election of 1844

Oregon Dispute

Texas Annexation

15. Why were Americans divided over the annexation of Texas?

    Texas Border Dispute

    John Slidell

    Thornton Affair

    Polk's War Message

    Abraham Lincoln's "Spot Resolutions"

    Zachary Taylor & Winfield Scott

    Bear Flag Revolt

    John C. Fremont

16. What were the short-term and long-term effects of American westward expansion?

    Treaty of Guadalupe Hidalgo

    California Gold Rush - Chinese Immigration

Transfer Goals

Students will be able to independently evaluate the origins of people's shared values and principles, and the historical forces that cause nations' values and principles to change over time.

Students will be able to independently assess how democracy provides for people's rights and how the branches of government interact.

Resources

Textbooks:

- The Americans by George Danzer
  - Chapter 4 Sections 2, 3, and 4
- American Yawp - Stanford University

  Who Built America

Openstax - Rice University

    - By the People: A History of the United States by James W. Fraser
        - Chapter 5 Section 3
- Primary Source Documents
    - John C. Calhoun Defends the Bonus Bill (1817)
    - Notes from John Quincy Adams on Jackson's Actions in Spanish Florida (1818)
    - Notes from the Congressional Debate over Missouri
    - Excerpts from South Carolina's Proclamation on Nullification
    - Andrew Jackson's Bank Veto
    - Henry Clay's Response to Andrew Jackon's Bank Veto Message
    - Andrew Jackson's First Annual Message to Congress
    - Frelinghuysen Defends the Cherokee Nation (1830)
    - Chief John Ross' Annual Message to the Cherokee Nation (1831)
    - Governor Lumpkin's Message to the Georgia House of Representatives (1831)
    - Worcester v Georgia Majority Decision (1832)
    - Van Buren Opposes Handouts (1837)
    - Account of Mrs. Dickinson at the Alamo (1838)
    - John O'Sullivan "Annexation" (1845)
    - President Polk Justifies Texas Annexation (1845)
    - President Polk's War Message to Congress (1846)
    - Massachusetts State Legislative Condemns War (1847)
    - Abraham Lincoln on the Mexican-American War (1848)
- Video Clips
    - Story of US--Erie Canal
    - "Bloody, Bloody Andrew Jackson"--Corrupt Bargain Song
    - Scene from the Alamo--Davey Crockett Plays the Fiddle

Additional Resources from WH databases, and articles connected to the content, including primary readings, historiography, and secondary sources.

Modifications for Text Lexiles/Different reading levels

Learning Ally subscription, Newsela (free version), Google Translate, Upfront Magazine digital version

slavevoyages.org

Give Me Liberty, Foner

American History, Brinkley

Amsco Review Book

Upfront Magazine

SHEG

Lies My Teacher Told Me

Facing History

Bill of Rights Institute

American Colonies, Alan Taylor

Myth America (secondary source)

History Channel Video clips/articles

For the Record (primary source)

Montclair State slave law database

I Think History resources

American Revolution Reader, Bronsman

The Portrait of America, secondary source

Voices of Freedom Vols 1-2

Retracing the Past Vols 1-2

Generations

American Indian Museum

Smithsonian

National Archives

AI (Gemini, Copilot, Magicschoolai, etc.)

Diffit

Pear Deck

Albert i.o.

Web-based resources including but not limited to digital media (SIFT method), primary sources, peer reviews, historical documents and writings of historians

Assessments

https://docs.google.com/document/d/1mKgdwpriGuRcVHIVCJUdBEk7lih12Q0ckKSTC4TMUXs/edit?tab=t.0

Modifications

https://docs.google.com/document/d/1ODqaPP69YkcFiyG72fIT8XsUIe3K1VSG7nxuc4CpCec/edit?tab=t.0