

## Teaching Guide

### SEGMENT 6, WEBISODE 3

Please note: Each segment in this Webisode has its own Teaching Guide



#### Segment Overview

Even though Andrew Jackson served as the seventh president of the United States, he can, in many respects, be considered our first modern president. Having come of age during his service in the American Revolution, young Jackson found himself alone, orphaned at the age of fourteen as the new nation was born. His life followed a pattern that became a familiar path to other presidents who succeeded him: law practice, terms in the House and Senate representing Tennessee, judge of the Tennessee Supreme Court, and national military hero for his defense of New Orleans during the War of 1812 and his service in campaigns against the Native Americans.

Through these experiences, Jackson became a popular folk hero. Ordinary people saw Jackson as a true American leader despite his lack of a New England-style education or a position in the southern aristocracy. Unlike his predecessors, Jackson was a common frontiersman of uncommon achievements. His presidential campaigns and his two terms in office served as prototypes that have lasted to this day, complete with political party nominations, slogans, scandals, informal advisors, and a creative use of power. Jackson redefined the role of the presidency as the first president of the people, not above or over them, and of the federal government's involvement in the life of ordinary Americans. Jackson left the office of the president stronger, yet within reach of the common man.

#### Teacher Directions

1. Ask the students to describe their concept of democracy.
  - What is a democracy?
  - How does democracy work?
  - How are you involved with democracy?
2. Make sure the students understand the following points in discussing the questions.

Democracy is a system of government in which the people hold the supreme power. In a democracy, the majority rules and the will of the people is expressed either directly or indirectly through elected representation. In a direct democracy, citizens themselves vote. In an indirect democracy like the United States, citizens vote for their representatives who serve in the government. The act of voting is the single most important right and privilege of a citizen of a democracy.



#### Let's Discuss



## History Sleuth

### Teacher Directions

1. Distribute the Student Sheet: *Andrew Jackson's Inauguration*.
2. Students read the descriptions of Jackson's inauguration and predict Jackson's role as the president of the common people.
3. Students in small teams discuss the following questions.
  - How do these two descriptions portray Jackson's view of democracy and access to power and the government?
  - How does this contrast with our relationship to the president today? Has something been lost in our democracy?
4. Students use the Student Sheet: *Andy's Party* to draw a political cartoon or an illustration of Jackson's inaugural party based on the information in the first person descriptions.

**Note to the Teacher:** Connect this activity with a lesson about political cartoons. The Internet offers political cartoon lessons. Two excellent books are *Drawn and Quartered: The History of Political Cartoons* by Stephen Hess and Sandy Northrop and *Them Damned Pictures: Explorations in American Political Cartoon Art* by Roger A. Fisher.

5. Students share their cartoons or illustrations by displaying them in the classroom.

### Teacher Directions

Discuss the following questions with the students.

- How would you feel if you were invited to the White House for a party with the president?
- Why do you think the "common people" enjoying a party at the White House offended some individuals?
- How do you think people should act around the president or at the White House?
- How should elected officials conduct themselves? Why?
- Why is access to elected officials by citizens important in a democracy?



## What do you Think?



Moving Toward  
Freedom

### Teacher Directions

1. Write the following quotation on chart paper.

*...there is no right without a parallel duty, no liberty without the supremacy of the law, and no high destiny without earnest perseverance...there can be no greatness without self-denial.*

~~ Francis Lieber

2. Explain to the students that Francis Lieber wrote about government and liberty during the early nineteenth century, at the same time that Jackson was president.
3. Help the students understand the difficult vocabulary in the quotation and write their definitions on the chalkboard.
4. Divide the quotation into phrases and write the phrases on sentence strips. Assign a single sentence strip phrase to each team.
5. Each team uses the vocabulary helps on the chalkboard to rewrite its phrase in the team's own words.
6. Teams send a member to the chalkboard to write their reworded phrases in order. The result should be Lieber's statement about freedom in the students' words.
7. Read the student statements aloud and correct any misunderstandings.
8. Ask the students.
  - According to Lieber, what must people do to enjoy rights, to be free?
  - According to Lieber, how can people have the best future?
  - According to Lieber, how can one become great?
  - How would following Lieber's ideas move a nation toward freedom?
  - Would Andrew Jackson agree with Lieber? Support your opinion.

### Teacher Directions

Use the following activities with your students.

**Technology** — During Jackson's presidency the country began to change because of the industrial revolution. Students research how the McCormick reaper, the steam engine (both railroad and stationary), Eli Whitney's interchangeable musket parts, and the factory system empowered the common man in America.

**Math** — In the 1824 election, 152, 899 people voted for Jackson; 105,321 voted for Adams; 47,265 voted for Clay, and 47, 087 voted for Crawford. How many American citizens voted in the 1824 election? What percentage of the voting population voted for Jackson?



Connections



## *Andrew Jackson's Inauguration.*

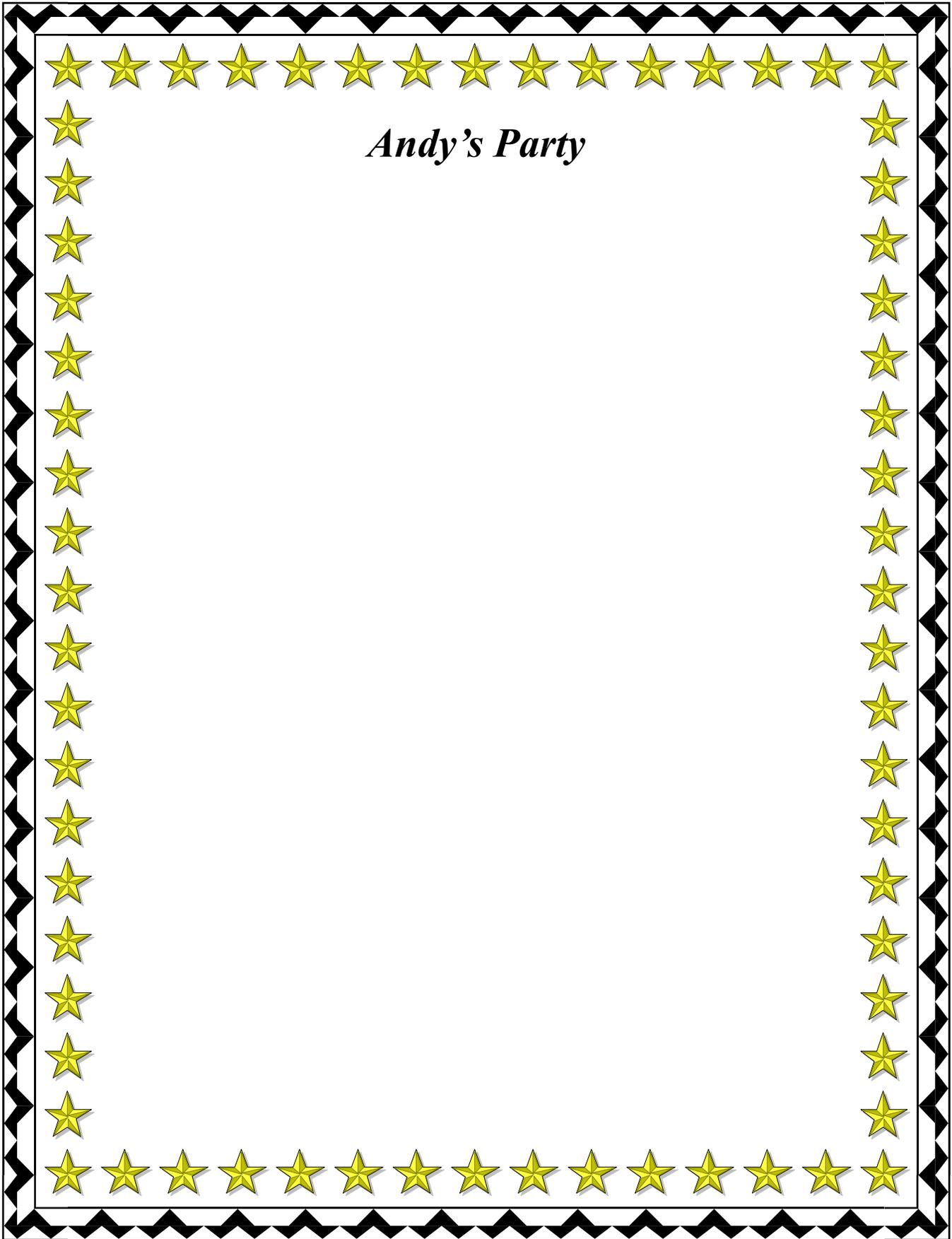
**Directions:** Read the descriptions of Jackson's inauguration and decide how they predict Jackson's role as the president of the common people.

*Yesterday the President's house was open at noon.... The old man stood in the center of the little circle...and shook hands with anybody that offered.... There was a throng of apprentices, boys of all ages, men not civilized enough to walk about the rooms with their hats off; the vilest...[group] that ever [gathered] in a decent house; many of the lowest gathering around the doors, pouncing...upon the wine and refreshments, tearing the cake...all fellows with dirty faces and dirty manners; all the [trash] that Washington could turn forth from its workshops and stables.*

—George Bancroft's 1831 White House Inaugural description

*A rabble, a mob, of boys, negros, women, children, scrambling, fighting, romping. What a pity, what a pity! No arrangement had been made, no police officers on duty, and the whole house had been [filled] by the rabble mob.*

—Unknown Jackson Inaugural party witness



*Andy's Party*