

Name: _____

Block: _____

Andrew Jackson, The Choice

Mr. Rhinehart AP US History

1. What type of personality and temper did Andrew Jackson have? How did others describe his temper? _____

2. What controversy regarded Jackson's marriage to his wife Rachael? How did Jackson feel about this situation and those that brought it up? _____

3. What were the circumstances surrounding the Jackson/Dickinson duel? (i.e. what caused it? Where did it occur? How did it take place?) _____

4. What was Jackson's strategy in the duel? Why is this a bit crazy and did it work? _____

5. What does this incident show you about Jackson's character and personality? _____

Andrew Jackson + Rhetorical war w/ Bank

expanding the “varying viewpoints”

- Arthur M. Schlesinger, Jr., *The Age of Jackson* (1945).

A view of Jacksonian democracy as a product of class conflict:

“During the Bank War, laboring men began slowly to turn to Jackson as their leader, and his party as their party.... This conversion of the working classes to the hard-money policy injected new strength and determination into the hard-money party.... From it would come the impetus to carry through the second stage in the national struggles of Jacksonian democracy.”

- Lee Benson, *The Concept of Jacksonian Democracy: New York as a Test Case* (1961).

A view of Jacksonian democracy as a product of ethnic and cultural conflict:

“A composition portrait of their [Whigs’ and Democrats’] social and economic backgrounds reveals striking similarities. Their most significant difference is that several Democratic leaders claimed Dutch or German ancestry, while the Whigs invariably claimed British ancestry (mostly by way of New England).”

Questions about the “varying viewpoints”

1. What does each of these historians see as the fundamental difference between the two major parties of the Jacksonian era?
2. Why would Schlesinger think of the political conflicts of the day as “real” and critical to the national future, while Benson would tend to regard them as largely “symbolic”? (In other words, why does Schlesinger think that what happened during this time period is so important versus what Benson thinks?)
3. How would each of these historians approach an event like Andrew Jackson’s attack on the Bank of the United States?

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Founding Fathers Dirty Campaigns

Mr. Rhinehart AP US History

1. What sort of charges and negative smears were brought up over two hundred years ago in the campaign between Jefferson and Adams? How did Jefferson "win" the smear campaign?

2. What sorts of smears and negative attacks were used in what many historians regard as the "dirtiest campaign in US History" between Jackson and JQ Adams?

3. In your opinion are campaigns "dirtier" today or were they worse back in the early 1800's? Why do you believe as you do?

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Daniel Webster, *Rope of Sand Speech* vs Robert Hayne, *Nullification Speech*
Mr. Rhinehart AP US History

1. Who does Robert Hayne believe should be the true judge of whether laws and acts of Congress are constitutional or not? What does he use as support for this position? _____

- Who does Daniel Webster argue has the right to judge the constitutionality of laws and acts of Congress? Why? _____

2. According to Daniel Webster, what has national Union brought to all Americans? Why? _____

3. Webster's position became to be known in the North as the Union position and Hayne's became known in the South as the state's right position. Which position do you believe to be correct and in the best interest of the United States? Why? _____

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Sectionalism in the US during the Early 1800's

Mr. Rhinehart AP US History

Directions: Fill in the following chart with the key sectional positions and arguments during the early 1800's. Be as specific as you can be with each group's main arguments.

<u>Region</u>	<u>Main leaders & role</u>	<u>Internal Improvements</u>	<u>Tariffs</u>	<u>Slavery</u>	<u>Land Policy</u>	<u>National Bank</u>
North						
South						

<u>Region</u>	<u>Main leaders</u>	<u>Internal Improvements</u>	<u>Tariffs</u>	<u>Slavery</u>	<u>Land Policy</u>	<u>National Bank</u>
<i>West</i>						

Overall Questions:

1. Which policies do you believe were best for the United States in the early to mid 1800's? What were the most nationalistic policies?

Slavery? _____

Land? _____

Internal Improvements? _____

Tariffs? _____

See your Declaration Americans! ! Do you understand your won language? Hear your languages, proclaimed to the world, July 4th, 1776 -- "We hold these truths to be self evident -- that ALL MEN ARE CREATED EQUAL! ! that they *are endowed by their Creator with certain unalienable rights*; that among these are life, *liberty*, and the pursuit of happiness! !" Compare your own language above, extracted from your Declaration of Independence, with your cruelties and murders inflicted by your cruel and unmerciful fathers and yourselves on our fathers and on us -- men who have never given your fathers or you the least provocation! ! ! ! !

David Walker's Appeal, In Four Articles: Together With A Preamble To The Coloured Citizens Of The World, But In Particular, And Very Expressly, To Those Of The United States Of America, revised Edition with an Introduction by Sean Wilentz

Hill and Wang, New York, 1995
A Division of Farrar, Straus and Giroux

David Walker · Appeal to Colored
Citizens of the World

Questions:

1. What is Walker's opinion of the living conditions for colored people in the United States? Why? Who does he compare their situation to? _____

2. Walker quotes Jefferson at the bottom of the first page – What is Jefferson's opinion of the African American race compared to the slaves of the Roman Empire? What does Walker think of Jefferson and his explanation? _____

3. What is Walker's opinion of American whites (middle of second page)? Christians and ministers who support slavery and who enslave others? Why? _____

4. What is Walker's opinion of those whites who want to recolonize Blacks back in Africa? (I.e the colonizationists) Why? _____

5. How does Walker end his book? Why is this appropriate? _____

6. How would whites in the South react to Walker's book? (given that it was intended to be distributed to blacks in the South as reading material) Northern abolitionists?

Southerners? _____

Northern abolitionists? _____

7. Some historians and individuals say about Thomas Jefferson and George Washington and other framers – "we cannot judge the actions of people who lived two hundred years ago by our standards, these people were not racists or bad people, they were just products of their time period." What would Walker say about such logic? Do you agree with such logic? Why or why not?

As late as 1840 there were only seven vocations outside the home into which the women of New England had entered. At this time woman had no property rights. A widow could be left without her share of her husband's (or the family) property, an "incumbrance" to his estate. A father could make his will without reference to his daughter's share of the inheritance. He usually left her a home on the farm as long as she remained single. A woman was not supposed to be capable of spending her own, or of using other people's money. In Massachusetts, before 1840, a woman could not, legally, be treasurer of her own sewing society, unless some man were responsible for her. The law took no cognizance of woman as a moneyspender. She was a ward, an appendage, a relict. Thus it happened that if a woman did not choose to marry, or, when left a widow, to remarry, she had no choice but to enter one of the few employments open to her, or to become a burden on the charity of some relative.

...

One of the first strikes that ever took place in this country was in Lowell in 1836. When it was announced that the wages were to be cut down, great indignation was felt, and it was decided to strike or "turn out" en masse. This was done. The mills were shut down, and the girls went from their several corporations in procession to the grove on Chapel Hill, and listened to incendiary speeches from some early labor reformers.

One of the girls stood on a pump and gave vent to the feelings of her companions in a neat speech, declaring that it was their duty to resist all attempts at cutting down the wages. This was the first time a woman had spoken in public in Lowell, and the event caused surprise and consternation among her audience

It is hardly necessary to say that, so far as practical results are concerned, this strike did no good. The corporation would not come to terms. The girls were soon tired of holding out, and they went back to their work at the reduced rate of wages. The illsuccess of this early attempt at resistance on the part of the wage element seems to have made a precedent for the issue of many succeeding strikes.

Harriet H. Robinson, "Early Factory Labor in New England," in Massachusetts Bureau of Statistics of Labor, *Fourteenth Annual Report* (Boston: Wright & Potter, 1883), pp. 38082, 38788, 39192.

Questions:

1. How did Lowell acquire a female workforce? What manner did they use to attract women to the factories?

2. What was the reputation of mill girls and mill work in England and Europe? How did this effect the wages offered by American mill companies? Their codes of conduct? _____

3. What ages were most of the female workers in the mills? _____

4. How old were the youngest women working in the mills? What were their jobs and hours? _____

5. What were the working hours for all girls in the mills? How many months a year would the average mill girl work? _____

6. What motivated most girls to work in the mills according to the author? List and explain a few . . .

#1: _____

#2: _____

7. Why did the mill workers in Lowell strike in 1836? Was the strike successful? Why? _____

8. Overall, based on this depiction, how would you describe women's mill work during the early to mid 1800's in America? _____

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Socratic Seminar: Was the Mkt Revolution of the Early 1800's Good for Women?

Mr. Rhinehart AP US History

Directions: In a Socratic seminar students will participate in a discussion based on a text, historical question or idea. The discussion will be guided by the teacher but will explore aspects of the text/question and how it relates to historical trends, patterns and or facts we have discussed in class. Students will be asked to refer back to the text and also to support ideas with information from the text and/or historical items we have discussed in the course up to the point of the seminar.

Author's Thesis Paper: In the seminar we will discuss two opposing points of view on a question of historical importance in US History. You will read two primary or secondary sources and be asked to answer a few questions on each source. We will then discuss the question in class during the Socratic Seminar, using the perspective of each author as a starting point for our discussion. For each source you need to determine the following:

The Thesis?

- What is the main argument of each author?

The Evidence?

- Looking at the supporting evidence, analyze whether they are logically interpreted by the authors. Do they clearly support the thesis?

Critical Analysis?

- What do the sources add to your understanding of the topic? How does the author's ideas fit into other points of view or historical information as you understand it?
- What points are strongly made and well documented?

Final Analysis?

- Which of the sources makes the most convincing case and why?

**** For each source complete the Thesis, Evidence and Critical Analysis sections (you only need to complete the Final analysis section once) ****

Overall Q: Based on the arguments presented by both sides of our class discussion, do you believe developments of the early 1800's in America (i.e. Market Revolution, Democratization, etc...) increased opportunities and were good for women?

**Author's Thesis Paper: Was the Mkt Revolution of the Early 1800's Good for
Women?**

Source #1 => The Bonds of Womanhood by Nancy Cott

Thesis: _____

Evidence: _____

Critical Analysis: _____

Source #2 => The Lady and the Mill Girl, Gerda Lerner

Thesis: _____

Evidence: _____

Critical Analysis: _____

Name: _____

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John O'Sullivan on Manifest Destiny
Mr. Rhinehart AP US History

Directions: After reading O'Sullivan's essay on Manifest Destiny answer the following questions.

1. What according to O'Sullivan is "Manifest Destiny"? Why according to O'Sullivan did Americans feel that had this "right"? _____

2. What is O'Sullivan's opinion as to the history and "lineage" of the US as a nation? Why is this important to his beliefs about territory? _____

3. O'Sullivan says these things about the history of the US => "Our annals describe no scenes of horrid carnage, where men were led on by hundreds of thousands to slay one another . . .nor have American people ever suffered themselves to be led on by wicked ambition to depopulate the land. . . . we point to the first page of our Declaration [to prove] that we are a nation of progress, of individual freedom, of universal enfranchisement." What do you think about these lines in particular and his picture in general of the US as a nation of principle, morality, and freedom/opportunity? Is his view accurate? What is your opinion of his views?

4. How does Manifest Destiny have within it as an ideology the following components:

Religious Influence: _____

Sense of Mission and Purpose: _____

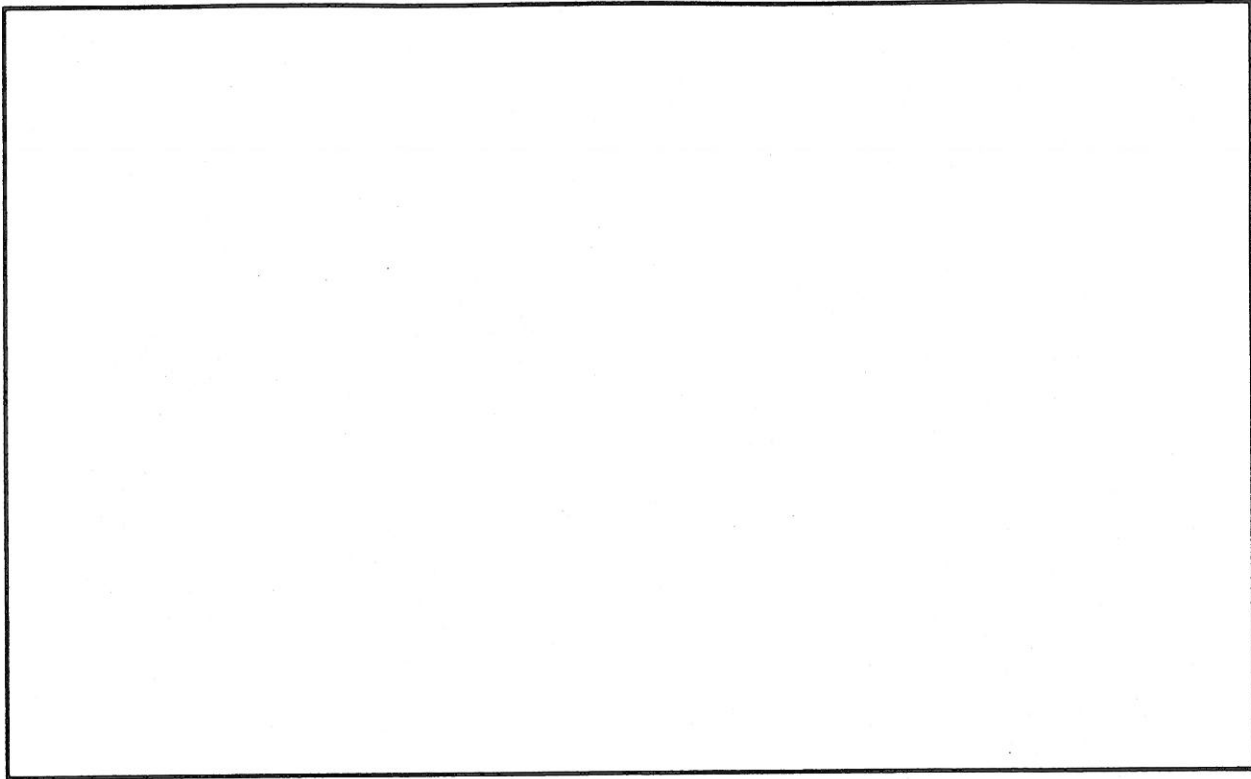
“Dark side” (i.e. negative or racist beliefs): _____

5. What is your opinion of Manifest Destiny as an idea and a program? Was this a good idea? Do Americans still believe in this idea today? _____

LOUISIANA PURCHASE

Directions:

In the space below draw a political cartoon that illustrates either support for or opposition to the Louisiana Purchase.



Briefly explain your cartoon: Meaning of symbols, people drawn, message conveyed, etc.

Name: _____

Block: _____

Andrew Jackson's Call for Indian Removal (1830)

AP US History Mr. Rhinehart

1. Based on the language and tone of how Andrew Jackson speaks, what is his POV on Indian Removal?

2. Please list and explain the advantages Jackson says Indian Removal will offer both the US and the Indians.

#1: _____

#2: _____

#3: _____

#4: _____

3. What is your opinion of Jackson and his policy after reading his summation of it here? Why? What is Native

Removal really about? _____

Name: _____

Block: _____

Mr. Crockett Goes to Washington

Mr. Rhinehart AP US History

1. What was Davy Crockett's Motto? Why didn't that work in Washington politics? _____

2. How was the "frontier" American Man viewed in America originally? How did this change during Davy Crockett's time? _____

3. Where was Crockett born and what happened to him at the age of 12? How would this effect Crockett? _____

4. What happened during Crockett's time fighting the Alabama Creek Indians? How did Crockett view that encounter and his service in war? _____

5. How was Crockett viewed in Washington when he arrived? How did he "play the game of politics"? _____

6. What issues made him leave the Jacksonian camp? How did this effect his political career? _____

7. What was his stand on the issue of squatter rights? How did this impact his standing with Jackson and the Jacksonians? _____

8. Why did Crockett leave for Texas? What happened to him there? _____

9. What sort of values does Crockett exemplify as far as the "American frontiersmen" is concerned? _____

10. Is Davy Crockett an American Hero? Why or why not? _____
