

ANDREW JACKSON (1829-1827)

U.S. 2109

There were no factories on the western frontier. Pioneers sold or traded items like crops and furs to purchase things that they needed. They wanted to keep the prices of items like glass, cotton cloth, and tools low, so they sought to elect a president that would understand the needs of the common man. In 1828, they teamed up with the southern states and elected one of their own, Andrew Jackson. He served for eight years. In this lesson we will examine the character of Andrew Jackson, who led the men described as half horse and half alligator. The lesson begins with a look at alligators, which are protected by their mothers, but are released to fend for themselves while they are still very young. Only the strong survive. This was also the case with Andrew Jackson. Alligators are very social with their own kind, but against other species they move quickly. Having bitten their prey, they hold on tight. Thus, in battle they are almost always victorious. As you look into the life and times of Andrew Jackson, you will see he may deserve the nickname “Alligator in the White House.”

Introductory Vocabulary Words

compromise	benefit	nourish	pacify	campaign
unrelenting	tariff	intensely	satisfy	abrasive

retrospect	perspicacious	perceive	specious	introspection
spectate	conspicuous	circumspect	respite	proclamation

Step 1: Interest

Parent Role: Motivator

Develop interest - Wonder Theology

2109.1A American History

- ☐ Discussion (pre-test) questions for the family. Intermediate and advanced students should record the questions in their portfolio and fill in their answers as they progress in the lesson. (4-8 Complete the first 5; 9-12 all the questions.)

1. To which order do alligators belong?
2. What do alligators eat, and how do they hunt?
3. Does the United States Constitution allow for a National Bank?
4. What is a compromise?
5. What are the advantages of the gold standard?
6. What are protective tariffs and who benefits from them? (Exports and Imports

| Protectionism, Tariffs and Who Benefits From Them by EconClips. <https://>

7. Why was the election of Andrew Jackson considered a victory for the common man?
8. Explain the “King Andrew born to rule” cartoon.
9. What was the spoils system?
10. What was Andrew’s Kitchen cabinet?

2109.1B Science and Character

How Bob Came To Be Known As Gator

□ Bob knew that alligators, order crocodilian and that they eat meat. Still, when he visited an alligator ranch last summer and, observed them for a long time, standing completely still, he determined that these were not live alligators, just painted cement models. Unwisely, he climbed over the fence. He found his error instantly and barely escaped the snapping jaws of the alligators that were suddenly very much alive. Bob vaulted back over the fence in such haste that he ripped the seat of his pants. He has been referred to as Gator ever since.

Andrew Jackson was referred to as half horse and half alligator. What are some characteristics of a horse? Example: Horses are strong. Consider what man uses for and why we use horses to do them. List 6 characteristics. Man does not use alligators to do work. Why not? Now list 6 characteristics for alligators. As we read through the lesson try to find ways that President Jackson was like these animals.

Step 2: Inform

Parent Role: Teacher

Build logical reasoning by discussing text

2109.2A Critical Thinking

In one of the last years of the Revolutionary War, a band of British soldiers in South Carolina was sent out to capture some troublesome patriots, who were in the neighborhood of Waxhaw Creek. After a good deal of difficulty and some sharp fighting, they succeeded in bringing in a few backwoodsmen who were known to be determined rebels. Among these prisoners were two boys, Andrew Jackson, aged thirteen, and his brother Robert, who was a little older.

" Desperate young fellows these are," said one of the British officers, " but we shall soon tame them; " and he ordered Andrew to clean and polish his hoots.



The slender, pale-faced hoy drew himself up proudly and answered, "Sir, I am a prisoner of war, and demand to be treated as such."

"Indeed!" cried the officer. "We shall soon see what you are. Down with you, and do my bidding!"

The boy's eyes blazed with fury as he answered, "I am an American, and will not be the slave of any Britisher that breathes."

The angry officer struck at him with his sword. Andrew parried the blow, but received a severe cut on his arm. To the end of his life the scar from that wound continued to nourish his hatred toward the British. (*Barnes History of the United States*)

2109.2B Government

The Policies and Presidency of Andrew Jackson

- ❑ John Quincy Adams and Andrew Jackson were very different. John Quincy Adams was the son of a United States President. His mother was gracious and well-educated. John had been an ambassador, the Secretary of State, and was a fine statesman, a man of dignity. Jackson's father died when Andrew was an infant. Jackson's mother educated her three sons as best she could, but she was very poor. So, at the tender age of thirteen, Andrew Jackson became Private Jackson. He had a limited formal education but was diligent to learn at any opportunity, and in this way became a lawyer, and later a judge. Jackson had been an orphan, a congressman, and a soldier, and he was his State's man in the 1828 presidential race.

The North Supports the Re-election of Adams.

A protective tariff had been passed in 1816 that placed a tax or duty on goods manufactured in foreign countries. The tariff not only provided revenue for the government; it brought large profits to the U.S. manufacturers who could now sell their goods at higher prices. So happy were these men that they wished to see the tariff increased. During John Quincy Adams' first term, their wish was granted by the Tariff Act of 1828. So, Adams had the support of the northern manufacturers, who desired higher tariff and internal improvements, for his reelection campaign.

The South and West Vote for Jackson

The southern states had very little manufacturing. They preferred to import cheaper goods from Europe. The men of the frontier had to purchase everything that they could not build themselves from someone else, and a lower tariff meant lower prices. Those of the South and West had little or no use for internal improvements. They became known as the "low tariff men." Their man, Andrew Jackson, along with John C. Calhoun, were victorious in the 1828 election.

When Jackson took office, it was a victory for the “common man.” For the first time the men who lived in log cabins had one of their own in the big White House in Washington. Many showed up at that White House to celebrate. The scene can be compared to an episode of the Beverly Hillbillies, in which a large group of friends from Bugtussle, visited the Clampets. Jackson fans poured into town for his inauguration with cowboy hats and boots. Many even brought their rifles. You can imagine the stir among Washington society folk. Jackson himself danced and enjoyed the party. Jackson remembered that every elected representative, even the president, was merely a servant of the people.

Nullification Act

The southern people did not think it right to be obliged to pay taxes on imported goods. They claimed that the law was made for the benefit of northern manufacturers, and that it was an act of great injustice to the South. The people of South Carolina met in convention and declared that, so far as their state was concerned, the tariff law was null and void, and would not be obeyed; and they asserted that if any attempt was made to enforce it in any of the ports of South Carolina she would secede from, or go out of, the Union. They believed that Andrew Jackson, who had been elected chiefly by southern votes, would support them.

On the contrary, Jackson issued a proclamation declaring that “the laws of the United States must be executed.” “The Union must and shall be preserved,” he said ; and then, to show that he was in earnest, he sent to Charleston two ships and a body of troops under General Scott with orders to quell the first motion toward rebellion. At about the same time, Henry Clay came forward and proposed a compromise measure which was so satisfactory to all parties that the South Carolinians ceased their opposition to the hated law.

2109.2C Team Challenge

- ☐ Read “The Administration of Andrew Jackson” in *The Forgotten Man, and Other Essays*, by William Graham Sumner https://gutenberg.org/cache/epub/65693/pg65693-images.html#toclink_337

2109.2D Government

The Spoils System or a System for the Spoiled?

- ☐ Andrew Jackson has been accused of beginning the spoils system (appointing friends to government positions) because he fired many people who had been employed by the previous administrations.

The most disagreeable duty I have to perform is the removals, and appointment to office... You will see from the public journals we have begun reform, and that we are trying to cleanse the Augean stables, and expose to view the corruption of some of the agents of the late administration. (*The Story of America 1776*).

President Jackson, 1829

Jackson further defended his decision by explaining that these men had been in government for so long that they were forgetting what it was like outside of Washington (D.C.). Two thousand government jobs were either re-staffed or eliminated.

Jackson seemed to have little use for politicians. He treated the appointed cabinet officers like clerks, preferring to get his counsel from four good friends. These men became known as the “Kitchen Cabinet.”

2109.2E American History

Jackson's Times

- ❑ The Jackson administration saw the transition of our people from the “old times” to the new. Coal had been found a better fuel source than wood because it burned hotter and longer. Harnessing steam power revolutionized travel and transformed factories.

McCormick had introduced his reaper, and Colt his pistol. The Thirties also saw such improvements as friction matches. Those that have never tried the old method can appreciate the convenience of this small, but most useful, invention. The manufacture of the steel pen began in 1830 and envelopes came into use in 1839.

The years of the Jackson presidency were full of prosperity and promise. Government revenues in 1830 were in excess (over) of twenty four million dollars, and only half that sum was spent. By 1835 the entire public debt had disappeared. A war with France had been averted. The Indian nations had been moved and pacified. A treaty of Commerce was made with Great Britain, which opened to us ports in the West Indies, South America, Bermuda, and the Bahamas. Another treaty with Turkey gave us the right to sail on the Black Sea and trade with the Turkish Empire. Yet, not all were happy with what has been termed Jacksonian Democracy.

Jackson's Character

Andrew was too honest to wrong a man of a penny. Those who were dishonest ceased to be welcome in his company. He was an unrelenting hater of his enemies and an unflinching ally and defender of his friends.

“One man with courage makes a majority;” this was Jackson’s philosophy. “Hardly a more courageous man ever lived.” wrote historian James Parton.

Jackson became known as “Old Hickory,” strong and sheltering to some, stiff and abrasive to others. People either loved him warmly or hated him intensely.

2109.2F Government

King Andrew Standing on the Constitution

- ❑ Much of the hatred of Jackson came from those who were in favor of a strong central Government and high tariffs to help pay for it. The Constitution did not allow for such

a government, and Jackson stood upon the Constitution. In 1832 the tariff act of 1828 was replaced by the tariff act of 1832, which reduced the duties on imports. Still, the South objected, notably, South Carolina, who declared it unconstitutional.

They threatened to withdraw from the Union. President Jackson advised the people of South Carolina not to bring on a conflict with the federal government. Meanwhile, he urged Congress to lower the tariff. Henry Clay of Kentucky devised a compromise. The high tariff men told Clay that if he proceeded with it, they would see to it that he would never be President. He introduced the compromise anyway, declaring, "I would rather be right than be President."

Clay's compromise satisfied everyone and the Union held together. (H. A. Lewis 1889)



The high tariff men were angered by the compromise and set about to discredit Jackson, but how? He was honest, faithful, loyal, and he liked a fight; however, for much of the population, that made him even more of a hero. So, they played upon the people's fears of being ruled by just one man and invented "King Andrew." Cartoons appeared of King Andrew standing on the Constitution—and stand on the Constitution he did.

The United States had a bank that was fittingly called "The United States Bank." The charter, which gave the bank the right to exist, was due to expire in 1836. A bill to extend the charter for fifteen more years came to Congress in 1832. Jackson vowed to veto it. Jackson expressed his belief that the existence of a United States Bank was contrary (against) to the spirit of the Constitution, and furthermore, it failed to establish a uniform currency. The bill passed

in both the House and the Senate. Jackson vetoed it, just as he promised. Congress could not obtain the two-thirds majority needed to override the veto, so, as usual, Jackson won.

2109.2G Team Challenge

- ☐ Read “Andrew Jackson, the Upholder of the Union” in *American Leaders and Heroes*, by Wilbur F. Gordy. https://gutenberg.org/cache/epub/35742/pg35742-images.html#Page_253

2109.2H Economics

Jackson Stands Up for the Gold Standard

- ☐ Jackson’s last official act as president was an attempt to keep this country on the gold standard. The West was expanding and a lot of money was changing hands with the rapid buying and selling of land. In July of 1836, the Treasury began to require that nothing except gold or silver be accepted as payment for purchasing land. The Congress repealed it early in 1837, but Jackson held onto the bill until Congress adjourned (went home), thus preventing it from becoming law.

2109.2I Economics

- ☐ Read “Dollars, Money and Legal Tender” in *Whatever Happened to Penny Candy*.
- ☐ Watch “*Money Creation | How does it work?*” from EconClips. <https://www.youtube.com/watch?v=3zAvyTKj5-0>
- ☐ Watch “*Free to Choose: The Power of the Market,*” by Milton Freeman. <https://www.youtube.com/watch?v=dngqR9gcDDw&t=93s>

2109.2J American History

The End of Jacksonian Democracy

- ☐ Jackson, who had no desire to be the king of America, did not seek a third term of office; however, his handpicked replacement, Martin Van Buren, was elected as his successor.

Jackson was a man who never lost, and wouldn’t go away. This is best expressed by this next story.

President Jackson was the hero of innumerable hairbreadth escapes, but that which he experienced on the 30th of January 1835 was regarded by many as approaching supernatural. On the day named he was at the Capitol, at the public funeral of Mr. Warren R. Davis of South Carolina. During the delivery of the funeral sermon, Richard Lawrence, a painter living in Washington, entered the hall of the House of Representatives, but, before its close,

took his stand on the eastern portico near the end of one of the columns. The President, on his way to his carriage, approached within three steps of Lawrence, who, drawing a pistol from beneath his cloak, leveled it at the President and pulled the trigger; but the percussion cap alone exploded, the sharp report leading many to believe that the weapon had been discharged. Seeing that it had failed, Lawrence instantly brought out a second pistol to a level and pressed the trigger of that, with the muzzle almost at the back of the President. Strange to say, that also missed fire. Jackson raised his cane and rushed at the assassin, who was knocked down and arrested. It was hard work to prevent the President from taking summary vengeance on the assassin. “Let me get at him!” He became calmer in a few minutes, and he was persuaded to go to the Capitol, where he showed the same coolness and self-possession that he had displayed so often on the field of battle.

The assailant was thrown into jail. He gave the excuse that Jackson had killed his father. Investigation proved that there was no truth in the charge, for his father had died a natural death. The trial left no doubt that he was insane. He was sent to an asylum, where he spent the remainder of a long life.

The pistols were examined by experts and found to be of perfect mechanism and loaded almost to the muzzle. They were tested again and again with some of the remaining powder, balls, and caps found on the prisoner, and never once misfired. How both of them came to do so when aimed at the President was more than anyone could understand, but it was attributed to the marvelous good fortune which seemed to follow Andrew Jackson from his birth to his death at an advanced age.

2109.2K Learn More

- ☐ You can download a book by PragerU to prepare for Guess or Mess. https://downloads.ctfassets.net/qnesrjodfi80/3wyars42EmuX0a5UYH1nXj/b026b22a3d3673309d90dcb39f5e413f/PRER_PUSA_Andrew_Jackson_2023.pdf

2109.2L Watch and Learn

- ☐ (4-12) Watch: “Andrew Jackson: The People’s President” a five minute video from Prager U. <https://www.prageru.com/video/andrew-jackson-the-peoples-president?playlist=american-presidents>

Step 3: Integrate

Parent Role: Facilitator

Build skills by selecting at least one activity in each subject

2109.3A Grammar

- ☐ Write a list of adjectives and adverbs that describe alligators. Refer to the “adjective” and “adverb” sections of *English Grammar and Composition*.

2109.3B Vocabulary

- ☐ Write the word *antebellum* in large letters at the top of your paper. Then set a timer for five minutes; see how many words you can write using the letters in ANTEBELLUM. Add your word list to your portfolio.
- ☐ The era immediately preceding the Civil War has been termed *Antebellum*, from ANTE, the Latin root for “before,” and BELLUM: “war.” Add these Latin roots to your portfolio.

This lesson is called Jacksonian Democracy. *Democracy* means government in which the people hold the ruling power. In the word *democracy* is the Latin root DEMO, which means “people.” Add this Latin root and its meaning along with the word *democracy* to the vocabulary section of your portfolio. You will be able to add words that contain the same Latin root.

2109.3C Composition Choices

- ☐ Write a descriptive paragraph about alligators. Include adjectives that describe what they look like and adverbs that tell how they move, hunt, swim, dive, etc. What kind of mothers are they? Refer to the “Information Webs” on page 87 in the *Guide to Picturesque Writing*.
- ☐ More information about Andrew Jackson’s presidency can be obtained at the Miller Center of the University of Virginia. <https://millercenter.org/president/jackson> Use the information you have found to create an illustration, outline, or report to place in your portfolio.
- ☐ Many war generals became presidents. List the character qualities that make a good president. Are they the same attributes that made Jackson a successful general? Write a persuasive essay for or against the nomination of Andrew Jackson for President. Refer to “Lesson LXXV, Exposition” of *English Grammar and Composition*. Add your essay to your portfolio.
- ☐ Many war generals became presidents. List the character qualities that make a good president. Are they the same attributes that make a successful general? Write a persuasive essay for or against the nomination of Andrew Jackson for President. Refer to “Lesson LXXV, Exposition” of *English Grammar and Composition*. Add your essay to your portfolio.
- ☐ Construct a Venn diagram to represent what you have learned about alligators and Andrew Jackson. Refer to the “Venn Diagram” on page 98 in the *Guide to Picturesque Writing*, then add your diagram to your portfolio.

2109.3D Time Line

- ☐ Arkansas and Michigan became states in 1836 and 1837, respectively. Choose a color for each and add them to your map. Learn more about these states and then write a short

paragraph describing each to keep in your portfolio.

- ☐ Create a time-line cards for “Arkansas” and “Michigan.”

2109.3E Economics

- ☐ Ask your Grandfather how much money he brought home each week when he was your Dad’s age. Ask Grandmother how much she paid for flour or coffee when she was first married.

Check with your parents or grandparents to find out if they have any old bills, mortgages, car payment receipts, or just make a list of what they paid for them. How much money did they bring home each week? This is a fun way to learn about inflation.

1. Speculate on what the bills of your children and grandchildren might look like.
2. Design a bill or invoice from the future to place in your portfolio.

- ☐ Read “Dollars, Money and Legal Tender” in *Whatever Happened to Penny Candy*.

2109.3F Spelling and Vocabulary

- ☐ Sign in to your student account and complete the Spelling/Vocabulary activity.

2109.3G Grammar

- ☐ Complete lesson 34: “Classes of Verbs” in *English Grammar and Composition*, by G. H. Armstrong, M.A., B.Pæd., <https://gutenberg.org/cache/epub/48702/pg48702-images.html#1003>

2109.3H Watch and Complete

- ☐ (4-8) Watch Guess or Mess: Andrew Jackson from Prager U Kids. Can you guess before the kids on the show? <https://www.youtube.com/watch?v=DvZMqNYNOzo>

Step 4: Innovate

Parent Role: Student

Rhetoric stage - Student choice of additional activities

2109.4A Speech

- ☐ Recite the Memory Verse.
- ☐ Present your comparison and contrast.

- ☐ Using what you have learned about Andrew Jackson, speculate (make an educated guess) about what he would do if he were elected to the presidency today. Prioritize your list, telling what he would do first, second, third, etc. Place your list in your portfolio.
- ☐ Imagine that you could travel back in time, get Andrew Jackson, and bring him to the present day. Write an introduction to share with the group that has gathered to hear him speak. Add your introduction to your portfolio.

2109.4B Summarize

- ☐ Summarize what you have learned in this lesson by answering the following questions.
 1. Should the assassination attempt on Jackson be included in history books?
 2. What reason can you list that might explain why it is not found in the books of our century?
 3. What do you think about the “King Andrew the First, Born to Rule” cartoon? What are the symbols used in the cartoon?
 4. Why is Jackson pictured as a king standing on the Constitution?
 5. What does the cartoonist say about Jackson?
 6. Who would be most likely to support this view of Jackson?
 7. Is it an accurate picture of the Jackson presidency?
 8. Would a cartoon of an alligator standing on the Constitution have been a more accurate picture of Andrew Jackson? List your reasons, then draw your own cartoon.
 9. Do you think the “Kitchen Cabinet” was a good idea? Why or why not?
 10. Why were many of the representatives upset about Jackson getting advice from men who had not been elected or appointed?
- ☐ Using any of the suggestions in the “What do you think?” section above, present an editorial. (Video or audio tape your students’ editorials.)

2109.4C Test

- ☐ Sign in to your student account and take your vocabulary and history tests.
<https://www.quia.com>