

**8<sup>th</sup> Grade History: US History**

April 6<sup>th</sup> – 9<sup>th</sup>

*Time Allotment: 30 minutes per day*

Student Name: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

**Mr. Maiorano's Office Hours via Zoom:**

Period 1: Monday and Wednesday from 10:00am – 10:50am

Period 2: Monday and Wednesday from 11:00am – 11:50am

Period 6: Tuesday and Thursday from 1:00pm – 1:50pm

**Mr. Growdon's Office Hours via Zoom:**

Period 3: Monday and Wednesday from 1:00pm – 1:50pm

Period 4: Tuesday and Thursday from 10:00am – 10:50am

**Packet Overview**

Date	Objective(s)	Page Number
Monday, April 6 <sup>th</sup>	1. Tell the story of how Jackson became the Democratic Party President.	2
Tuesday, April 7 <sup>th</sup>	1. Distinguish or tell the difference between Democracy and a Republic, according to the Founding Fathers	6
Wednesday, April 8 <sup>th</sup>	1. Explain how Jackson democratizes the United States Political System through various sources	11
Thursday, April 9 <sup>th</sup>	1. Quiz – Andrew Jackson	22
Friday, April 10 <sup>th</sup>	1. OFF – Holiday	25

**Additional Notes:** As we continue our Remote Learning Packets, remember that what we are doing as a school is of utmost importance. George Washington, in particular, saw the inseparable connection between education and the formation of moral habits. Here are two quotes to inspire you to maintain a strong and disciplined conviction to pursue excellence in all that you do, from the smallest chore, to baby-sitting siblings, to completing your packets:

1. “The best means of forming a manly, virtuous and happy people will be found in the right education of youth. Without this foundation, every other means, in my opinion, must fail.”  
– **George Washington, Letter to George Chapman, 1784.**

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2. “A good moral character is the first [essential] in a man, and that the habits contracted at your age are generally indelible, and your conduct here [at the age of 18] may stamp your character through life. It is therefore highly important that you should endeavor not only to be learned but virtuous.”  
– **George Washington, Letter to [Nephew] George Steptoe Washington, December 5<sup>th</sup>, 1790.**

**Academic Honesty**

I certify that I completed this assignment independently in accordance with the GHNO Academy Honor Code.

*Student signature:*

\_\_\_\_\_

I certify that my student completed this assignment independently in accordance with the GHNO Academy Honor Code.

*Parent signature:*

\_\_\_\_\_

**Monday, April 6<sup>th</sup>**

History Unit: The Jackson Era

Lesson 1: 13.1 – Jacksonian Democracy

**Unit Overview: Jacksonian Democracy**

**Objective:** Be able to do this by the end of this lesson.

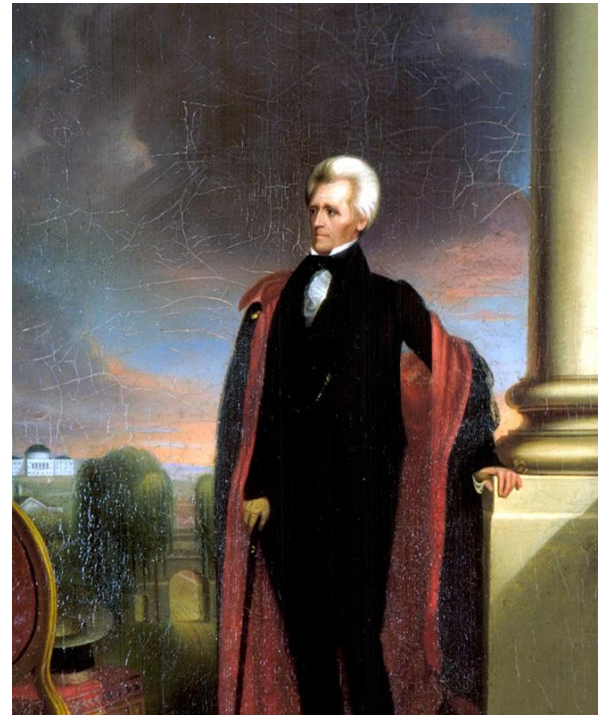
1. Explain how Jackson’s Election and Presidency brought in a democratic age

**Introduction to Lesson 1**

During this week, we will be focusing on another pivotal, or important, President of the United States. Born in a log-cabin, Andrew Jackson brings into his Presidency a desire for the “common man” to become more involved in the daily workings of the political process. His military experience and heroics in the Battle of New Orleans brought him great renown throughout the United States. It is going to be interesting how different his presidency will be from George Washington’s austere, orderly, and honorable statesmen presidency and Jackson’s everyday man, spoils-system, “President of the People” presidency. Legend has it that when Washington finished reading his “Farewell Address”, Andrew Jackson did not applaud. He was upset with how the Federal government had grown under George Washington’s Presidency, and upset by John Jay’s Treaty. This may foreshadow some of the major differences between Washington and Jackson.

**Plan of Attack:**

1. Read p. 374 – 379 in TB (IMBs, GQs, RPCs, FCs)
2. Challenge 13.1, Chronological Ordering, Table, and Concept Maps and make corrections with Red Pen.



Corrections for Challenge 13.1 found on page 17. Use Red Pen for corrections.

Challenge 13.1 Jacksonian Democracy

1.	What is the vocabulary word for “a candidate for national office who has support mostly from their state”?	
2.	Who was Kentucky’s favorite son?	
3.	Who was Tennessee’s favorite son?	
4.	Who was Massachusetts’s favorite son?	
5.	Remember the formula for the # of electoral votes a state receives: # Electoral Votes = # of _____ + # of _____ (Hint: 2)	
6.	The deal struck between Adams and Clay during the election of 1824 is known as what by Jacksonian followers?	
7.	If no candidate receives a majority of the elector votes, which group of people decide on who will become President? (Why does this make sense?)	
8.	When John Quincy Adams is selected President, what happens to Henry Clay?	
9.	By 1828, what happened to the Democratic Republican Party of Thomas Jefferson?	
10.	Which candidate’s supporters called themselves, “Democrats”?	
11.	Which candidate’s supporters called themselves, “National Republicans”?	
12.	What did the Democratic Party support?	
13.	What did the National Republicans support?	
14.	The Election of 1828 is an election most known for using gossip and rumors to make an opponent look bad. What is this election method known as?	
15.	True or False: By 1828, many states loosened their voting requirements to allow white males to vote for presidential electors, rather than state legislatures.	
16.	What is “the system of government in which specialized tasks are carried out by appointed officials rather than by elected ones” known as?	
17.	Jackson’s practice of handing out government jobs to supporters; replacing government employees with the winning candidate’s supporters is what vocabulary word?	
18.	The meeting in which representative members of a political party choose candidates to run for important elected officials is known as?	
19.	Did President Jackson approve of State Nullification of Tariffs? Yes or No	
20.	Did Vice President Calhoun approve of State Nullification of Tariffs? Yes or No.	

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**Chronological Ordering:** Which happened first or second...?

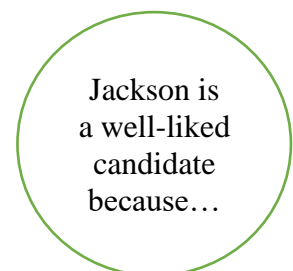
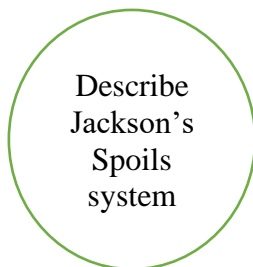
1. Which happened first: Battle of New Orleans or Treaty of Ghent
2. Which happened first: John Quincy Adams Election or Andrew Jackson’s Election
3. Which happened first: Corrupt Bargain Occurs or John Quincy Adams Election
4. Which happened second: Andrew Jackson’s Election or “Spoils System”
5. Which happened second: No Majority Votes for Pres. Or House of Reps. Vote for Pres.
6. Which happened second: Tariffs passed by Congress or South Carolina seeks to nullify
7. Which happened second: Jackson’s “Tariff toast” or Calhoun’s “tariff toast”

**Table:** Fill in the Table using page 375 in your textbook.

The Corrupt Bargain (P. 375)	
Who was involved in the Corrupt Bargain?	
What was Henry Clay’s position in the House of Representatives?	
What was the ‘deal’ or the ‘trade off’?	
Why was the House of Representatives choosing the President?	
According to the Democratic Party, what was “corrupt”, “fraudulent”, or “immoral” about the “Corrupt Bargain”, according to the Democratic Party?	

Use Answer Key to check Chronological Ordering and Table on page 18. Use Red Pen for corrections.

**Concept Maps:** Fill in these concept maps.



**Tuesday, April 7<sup>th</sup>**

History Unit: Jacksonian Democracy

Lesson 2: Democracy vs. Republican forms of Government

**Unit Overview:** Jacksonian Democracy

**Objective:** Be able to do this by the end of this lesson.

1. Distinguish between a democracy and a republican form of government, according to the Founding Fathers

**Introduction to Lesson 2**

In this lesson, we will review the Preamble, the Pledge of Allegiance, and a section of the Constitution to highlight that our nation is, in fact, a republic. It is important note the fundamental differences between a republic and a democracy as we try to understand how President Andrew Jackson brings in a Democratic Age. The Democratic Party, during this time, will distrust a strong central government and favor state’s rights, in accordance with the 10 amendment. The Democratic Party will be in favor of the common man being involved in as many political processes as possible. Therefore, although Jackson does not want to bring about a PURE democracy, he and his party does bring democratic qualities to our Republic. We will look at how our Founding Fathers’ understood democracy and republican forms of government as well. Overall, we want to make important distinctions between these two forms of government, and note that our nation is Republican in form.

Plan of Attack:

- A. Fill in the Blank: The Preamble of the United States
- B. Read through SS: Democracy vs. Republican forms of government
- C. RS: Democracy vs. Republican Forms of government

A. **Fill in the Blank:** The Preamble Directions: Fill in the blank with the appropriate words. The number in the parenthesis means the amount of words the should fill in the blank

- A. We \_\_\_\_\_ (2) of the United States,
- B. In order to \_\_\_\_\_, (5)
- C. Establish \_\_\_\_\_ (1), insure \_\_\_\_\_, (2)
- D. \_\_\_\_\_ (1) for the common \_\_\_\_\_ (1),
- E. Promote the \_\_\_\_\_ (2),
- F. and \_\_\_\_\_ (1) the Blessings of \_\_\_\_\_ (1) to  
\_\_\_\_\_ (4)
- G. Do \_\_\_\_\_ (1) and \_\_\_\_\_ (1)  
this \_\_\_\_\_ (1) for the \_\_\_\_\_ (4)

Use Answer Key to check Preamble on page 19. Use Red Pen for corrections.



B.USH Secondary Source: Reflections on Democracy vs. Republican forms of government  
(by Mr. Maiorano)

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*Read and annotate the following text. Number the paragraphs on the left-hand side. There should be seven (7) total paragraphs.*

Given that we are entering the Jacksonian Democracy, it is important to distinguish, or tell the difference, between a democracy and a republic as forms of government. It is an interesting question to ponder: Is that United States a democracy or a republic? Well, when we reflect upon the primary sources of the Founding Fathers, it is clear that in the Constitution, in their conversations with one another, and in their letters, that they were crafting a Republic. In fact, the founding fathers did not want a democracy. Therefore, using Federalist No. 10, and quotes from several founding fathers will facilitate our understanding of Democracy and Republicanism

In Federalist No. 10, James Madison has a particular concept of democracy that he is arguing against. A pure democracy, according to Madison, is “a society consisting of a small number of citizens, who assemble and administer the government in person.” A pure democracy suggests that each citizen plays a role in the political processes and decision making. Notice how Madison writes “a small number of citizens,” meaning that democracies, by their nature, must be small in population because each person is to have vote in deciding the laws proposed and passed, along with executing and judging the law. In addition, Madison writes in Federalist No. 10 that pure democracies “have ever been spectacles of turbulence and contention; have ever been incompatible with personal security or the rights of property; and have in general been as short in their lives as they have been violent in their deaths.” A pure democracy is incapable of providing stability and order for its’ people. Remember, Madison is the gentlemen-scholar who researched written histories of government and taught Washington political theory before the Constitutional Convention.

There is a kind of equality that democracy pursues that is virtuous. In the Declaration of Independence states, “all men are created equal, endowed by their Creator with certain unalienable rights, that among these are the right to Life, Liberty and the Pursuit of Happiness...”, and democracies tend to agree with these principles. Jackson, in seeking to bring in the common man into the federal government, is pursuing an equality that seems appropriate. The Founding Fathers made clear that an active and educated citizenry is necessary to keep a republic alive.

A pure democracy, however, wants to make this equality of utmost importance, to the point that each and every citizen become involved in every political process of government. If each person carries the weight voting for every government action, then government action will only occur when a majority or

a plurality wins. For the founder’s democracy naturally lends itself to a “might equals right” mentality. This is why Jefferson famously write, “A democracy is nothing more than mob rule, where fifty-one of the people may take away the rights of the other forty-nine,” because in a democracy, majority rules. Benjamin Franklin famously wrote, “Democracy is two wolves and a lamb voting on what to have for lunch...” and John Adams famously said, “Remember, democracy never lasts long. It soon wastes, exhausts, and murders itself.” Democracy seems to be “an empire of men, rather than an empire of law.” Democracy is not what the Founding Fathers sought after in creating our Constitution.

Our Founding Fathers sought to create a Republic. Notice how in Article IV, Section IV of the Constitution states that “The United States shall guarantee to every State in this Union a Republican Form of Government.” There is no mention of the word democracy in the Constitution. Our Pledge of Allegiance, although written originally in 1892 and edited and instituted into Flag Code in 1954, states “I pledge allegiance to the flag of the United States of America, and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all.” We pledge to both the Flag and our Republic. The Founding Fathers would agree with this line of our Pledge of Allegiance. Finally, when Benjamin Franklin is famous asked if the Constitution creates a monarchy or a republic, he responds... “a republic...if you can keep it.”

In Federalist 10, James Madison defines a republic as “a government in which the scheme of representation takes place,” meaning that in a republic, there is a structure where citizens vote for a “small number of citizens” become government officials. A republic is unique in that people choose other people to rule over them in a political capacity, and this implies a kind of submission to laws. A pure democracy suggests that people submit to either their own wills, or the will of the majority. These elected officials, according to Madison will work to “refine and enlarge the public views, by passing them through the medium of a chosen body of citizens, whose wisdom may best discern the true interest of their country, and whose patriotism and love of justice will be least likely to sacrifice it to temporary or partial considerations.” In a republic, the governing body serves a check and balance system against the passions of the people. In a pure democracy, people’s passions seems to rule, whereas in an ideal republic, wisdom, patriotism, and a love for justice would rule through the laws crafted by discussion by legislature, enforced by an executive, and evaluated by a judicial branch. Each branch being independent of the other.

Overall, the Founding Fathers argues that the United States is a Republic. John Adams defines a republic as “an empire of law, and not of men,” because it arranges the power of society in such a way to “secure an impartial and exact execution of the law.” A pure Democracy seems to welcome chaos, or



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“mob rule”, where the passions or majority would rule. A pure democracy may be described as “An empire of men, rather than an empire of law.” A Republican form of government protects against that by allowing for these passions and majority to pass through a group of elected officials who will look to “refine” them toward the common good. The Founding Fathers did not want a democracy, and in fact, were wary of the dangers a democratic form of government had on its’ people. A republic, with its’ appeals to wisdom, discussion, and the common good, is the best form of government.

P.S.: Although, we live in a republic, there is never a mention that a republic is a “perfect” government.

No “perfect” form of government exists. It takes a people with a particular character, and education to ensure that a republic remains “an empire of law, and not of men.” As Washington mentioned, “The best means of forming a manly, virtuous and happy people will be found in the right education of youth. Without this foundation, every other means, in my opinion, must fail.” It is ALMOST as if there were more schools that committed themselves to the earnest pursuit of the Good, True, and Beautiful will yield excellent citizens of a Republic because the focus of these schools is to develop virtuous young men and women who can tame their passions, and align them with Justice... hmm.



What is this an image of? How do you know?

USH RS: Reflections on Democracy vs. Republican forms of government  
(by Mr. Maiorano)

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*Answer the following questions using the Secondary Source.*

1. Is the United States a democracy or a republic? What in the Constitution gives evidence to your answer?

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2. How does Madison define a “pure democracy” in Federalist 10?

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3. How does Madison define a “republic” in Federalist 10?

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4. According to the Founders, what would occur to people’s passions in a democracy?

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5. What would occur to people’s passions in a republic?

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6. In a Republic, what work would elected officials be doing?

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7. Overall, what is the significant difference between a pure democracy and a republic?

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Use Answer Key to check questions 1-7 on page 19-20. Use Red Pen for corrections.

**Wednesday, April 8<sup>th</sup>**

History Unit: Jacksonian Democracy

Lesson 3: Andrew Jackson's Inauguration

**Unit Overview: Unity and Sectionalism in the United States after War of 1812**

**Objective:** Be able to do this by the end of this lesson.

1. Through multiple sources, explain how Jackson's presidency brings a more democratic age to the United States

**Introduction to Lesson 3**

Two different ways to observe the democratization of the United States during Jackson's Presidency is shown through Robert Cruickshank's painting, "All creation going into the White House" and through a Primary Source when Margaret Smith goes to the White House to see "The People's President". Her diary account reveals a by-product of Jackson's Democratic Party. When viewing these two sources of information, have the following question in mind: How does Jackson's Presidency reflect a democratizing of the United States?

**Plan of Attack:**

- A. Picture Analysis: Robert Cruickshank's "All Creation going into the White House" and Ramon Elloriaga's "Washington's Inauguration"
- B. PS: Margaret Smith's Account of the President Andrew Jackson's Inauguration



C.RS: Margaret Smith's Account of the President Andrew Jackson's Inauguration

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Elloriaga's "Washington's Inauguration"

*Directions: Answer the questions and annotate the painting*

1. What is the tone or mood of this painting? What adjectives describe this painting?





Robert Cruickshank's "All creation goes to the White House" or "The President's Levee"

*Directions: Answer the questions and annotate the painting.*

1. What is happening in the painting? How do you know?

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2. What is the tone or mood of this painting? What adjectives describe this painting?

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3. Definitions of "Levee"

i. "a raised hill or embankment that prevents the overflow of water"

ii. "a formal reception of visitors and guests"

b. Why do both meanings of the word "Levee" seem appropriate for this painting?

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Use Answer Key to check questions 1, 2, and 3 found on page...





those nearest to him. After reading his speech, the oath was administered to him by the Chief Justice. The Marshal presented the Bible. The President took it from his hands, pressed his lips to it, laid it reverently down, then bowed again to the people. Yes, to the people in all their majesty. . . The south side of the Capitol was literally alive with the multitude, who stood ready to receive the hero and the multitude who attended him. . . When the speech was over, and the President made his parting bow, the barrier that had separated the people from him was broken down and they rushed up the steps all eager to shake hands with him. It was with difficulty he made his way through the Capitol and down the hill to the gateway that opens on the avenue. Here for a moment he was stopped. The living mass was impenetrable. After a while a passage was opened, and he mounted his horse which had been provided for his return (for he had walked to the Capitol) then such a cortege [or solemn procession] as followed him! Country men, farmers, gentlemen, mounted and dismounted, boys, women and children, black and white. Carriages, wagons and carts all pursuing him to the President's house. . . . [W]e set off to the President's House, but on a nearer approach found an entrance impossible, the yard and avenue was compact with living matter."

*The immense crowd prevents Smith and her friends from entering the White House, so they walk to Smith's nearby home to rest. We rejoin her story three hours later as the group returns to the White House:*

B. "But what a scene did we witness! The Majesty of the People had disappeared, and a rabble, a mob, of boys, negros [sic], women, children, scrambling fighting, romping. What a pity what a pity! No arrangements had been made no police officers placed on duty and the whole house had been inundated by the rabble mob. We came too late. The President, after having been literally nearly pressed to death and almost suffocated and torn to pieces by the people in their eagerness to shake hands with Old Hickory, had retreated through the back way or south front and had escaped to his lodgings at Gadsby's. Cut glass and china to the amount of several thousand dollars had been broken in the struggle to get the refreshments, punch and other articles had been carried out in tubs and buckets, but had it been in hogsheads it would have been insufficient, ice creams, and cake and lemonade, for 20,000 people, for it is said that number were there, tho' I think the number exaggerated. Ladies fainted, men were seen with bloody noses and such a scene of confusion took place as is impossible to describe, those who got in could not get out by the door again, but had to scramble out of windows. At one time, the President who had retreated and retreated until he was pressed against the wall, could only be secured by a number of gentleman forming around him and making a kind of barrier of their own bodies, and the pressure was so great that Col. Bomford who was one said that at one time he was afraid they should have been pushed down, or on the President. It was then the windows were thrown open, and the torrent found an outlet, which otherwise might have proved fatal. This concourse had not been anticipated and therefore



not provided against. Ladies and gentlemen, only had been expected at this Levee [or gathering with the President], not the people en masse [or the common folk]. But it was the People's day, and the People's President and the People would rule."

**RS: Margaret Smith’s Account of the President Andrew Jackson’s Inauguration**

*Directions: Answer the following questions using textual evidence from PS: Margaret Smith’s Account of the President Andrew Jackson’s Inauguration*

- 1. In Section A, according to Margaret Smith, what kinds of people attended the inauguration? What was the mood of the audience during Jackson’s Inauguration?

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- 2. In Section A, what happened to President Jackson after he gave his parting bow? Why did he need to mount a horse to leave?

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- 3. In Section B, describe what happened to President Jackson and the President’s Mansion.

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- 4. In Section B, why did Andrew Jackson have to leave the White House?

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- 5. In Section B, Margaret Smith ends her diary entry writing “But it was the People's day, and the People's President and the People would rule." Why is this an appropriate ending to Jackson’s Inauguration, and to his Presidency?

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Check answers on page 20-21. Use Red Pen for corrections.

**8th Grade History: US History**April 6<sup>th</sup> – April 10<sup>th</sup>

## Answer Keys Chapter 13 Lesson 1: Jacksonian Democracy

1. What is the vocabulary word for “a candidate for national office who has support mostly from their state”?	Favorite Son
2. Who was Kentucky’s favorite son?	Henry Clay
3. Who was Tennessee’s favorite son?	Andrew Jackson
4. Who was Massachusetts’s favorite son?	John Quincy Adams
5. Remember the formula for the # of electoral votes a state receives: # of Electoral Votes = # of _____ + # of _____ (Hint: 2)	# of Electoral Votes = (# of Representatives) + # of Senators (Always 2)
6. The deal struck between Adams and Clay during the election of 1824 is known as what by Jacksonian followers?	The “Corrupt Bargain”
7. If no candidate receives a majority of the elector votes, which group of people decide on who will become President? (Why does this make sense?)	House of Representatives Makes sense since they are the “House of the People”
8. When John Quincy Adams is selected President, what happens to Henry Clay?	Henry Clay is named Secretary of State
9. By 1828, what happened to the Democratic Republican Party of Thomas Jefferson?	It split into the Democratic Party and the National Republican Party
10. Which candidate’s supporters called themselves, “Democrats”?	Andrew Jackson
11. Which candidate’s supporters called themselves, “National Republicans”?	John Quincy Adams
12. What did the Democratic Party support?	Favored states’ rights and distrusted strong central government
13. What did the National Republicans support?	Favored Strong central government and more infrastructural improvements
14. The Election of 1828 is an election most known for using gossip and rumors to make an opponent look bad. What is this election method known as?	Mudslinging
15. True or False: By 1828, many states loosened their voting requirements to allow white males to vote for presidential electors, rather than state legislatures.	True
16. What is “the system of government in which specialized tasks are carried out by appointed officials rather than by elected ones” known as?	Bureaucracy
17. Jackson’s practice of handing out government jobs to supporters; replacing government employees with the winning candidate’s supporters is what vocabulary word?	Spoils System
18. The meeting in which representative members of a political party choose candidates to run for important elected officials is known as?	Nominating Convention

19. Did President Jackson approve of State Nullification of Tariffs? Yes or No	NO
20. Did Vice President Calhoun approve of State Nullification of Tariffs? Yes or No.	YES

**Chronological Ordering:** Which happened first or second...?

- 8. Which happened first: Battle of New Orleans or Treaty of Ghent
- 9. Which happened first: John Quincy Adams Election or Andrew Jackson’s Election
- 10. Which happened first: Corrupt Bargain Occurs or John Quincy Adams Election
- 11. Which happened second: Andrew Jackson’s Election or “Spoils System”
- 12. Which happened second: No Majority Votes for Pres. or House of Reps. Vote for Pres.
- 13. Which happened second: Tariffs passed by Congress or South Carolina seeks to nullify
- 14. Which happened second: Jackson’s “Tariff toast” or Calhoun’s “tariff toast”

**Table:** Fill in the Table using page 375 in your textbook.

The Corrupt Bargain (P. 375)	
Who was involved in the Corrupt Bargain?	John Quincy Adams and Henry Clay were involved in the Corrupt Bargain. The Corrupt Bargain affected Andrew Jackson’s presidential election.
What was Henry Clay’s position in the House of Representatives?	Henry Clay was the Speaker of the House during this time, which was a very influential position. Typically, the Speaker of the House is the most trusted person with a keen sense of justice.
What was the ‘deal’ or the ‘trade off’?	Essentially, John Quincy Adams promised to appoint Henry Clay as his Secretary of State, if Henry Clay can convince the House of Representatives to choose him for President. For Henry Clay, Adams’ Secretary of State was appealing because this position was a kind of stepping stone for anyone with Presidential ambitions.
Why was the House of Representatives choosing the President?	Because no presidential candidate received a majority, or more than half of the electoral votes, the Constitution requires that the House of Representatives vote on which candidate will become the President.
According to the Democratic Party, what was “corrupt”, “fraudulent”, or “immoral” about the “Corrupt Bargain”, according to the Democratic Party?	According to the Democratic Party, John Quincy Adams stole the election, by promising Henry Clay a pivotal position in his cabinet. Instead of allowing the voting process to occur naturally, Adams tempted Henry Clay with a position to argue for Adams. Clay, although he agreed with Adams as President, persuaded the House of Representatives out of self-interest for a position, rather than solely for the good of the nation. This self-seeking is what the Democratic Party views as corrupt.

U.S. Preamble: Answer Key

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- A. We the People (2) of the United States,
- B. In order to form a more perfect Union, (5)
- C. Establish Justice (1), insure domestic Tranquility, (2)
- D. provide (1) for the common defence (1),
- E. Promote the general Welfare (2),
- F. and secure (1) the Blessings of Liberty (1) to ourselves and our posterity (4)
- G. Do ordain (1) and establish (1)  
this Constitution (1) for the United States of America (4)

USH RS: Reflections on Democracy vs. Republican forms of government (Answer Key)  
(by Mr. Maiorano)

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*Answer the following questions using the Secondary Source.*

1. Is the United States a democracy or a republic? What in the Constitution gives evidence to your answer?

Answer: The United States is a Republic. As stated in Article IV, Section IV of the Constitution, “The United States shall guarantee to every State in this Union a Republican Form of Government.”

2. How does Madison define a “pure democracy” in Federalist 10?

Answer: Madison defines a pure democracy as “a society consisting of a small number of citizens, who assemble and administer the government in person”, meaning the each citizen meets and is involved in the creating, executing, and judging of a law.

3. How does Madison define a “republic” in Federalist 10?

Answer: Madison defines a Republic as “a government in which the scheme of representation takes place,” meaning that in a republic, there is a structure where citizens vote for a “small number of citizens” become government officials.

4. According to the Founders, what would occur to people’s passions in a democracy?

Answer: In a Democracy, people’s passions may go unchecked and may be used to persuade others to join their cause. It leads to a kind of majority rule, or mob rule, as Jefferson described. The passions would lead to a kind of chaotic government, where either nothing would be accomplished, or the will of the majority or the passion of the moment would win out. But this is not a government guided by the virtues which is necessary for the common good.

5. What would occur to people's passions in a republic?

Answer: In a Republic, elected officials will (ideally) serve as a kind of filter for the people's passions or desires. Through collaboration and deliberation, the people's passions would be purified to ensure that the common good is sought out through just laws and prudent execution of said laws. The majority rule or dominant passion of the day would be blocked precisely to protect the common good of the nation.

6. In a Republic, what work would elected officials be doing?

Answer: Elected officials, guided by their character, training, and pursuit of virtues, would serve as filter of the people's passions to seek out the common good of the nation.

7. Overall, what is the significant difference between a pure democracy and a republic?

Answer: A pure democracy involves every citizen in creating, executing and judging laws and leads to a potential "mob rule", whereas as Republic involves only elected officials to create, execute, and judge laws.

### **RS: Margaret Smith's Account of the President Andrew Jackson's Inauguration**

*Directions: Answer the following questions using textual evidence from PS: Margaret Smith's Account of the President Andrew Jackson's Inauguration*

1. In Section A, according to Margaret Smith, what kinds of people attended the inauguration? What was the mood of the audience during Jackson's Inauguration?

Answer: All kinds of persons from all classes attended Jackson's inauguration. She writes how "Country men, farmers, gentlemen, mounted and dismounted, boys, women and children, black and white", were all present.

2. In Section A, what happened to President Jackson after he gave his parting bow? Why did he need to mount a horse to leave?

Answer: Andrew Jackson was so surrounded by people who wanted to shake his hand to congratulate him, that he needed a horse to make his way past the crowd to arrive at the President's Mansion. She describe how the "Living mass was impenetrable..."

3. In Section B, describe what happened to President Jackson and the President's Mansion.

Because no arrangements for police officers were made to attend the gather at the President's Mansion, people became mob-like and sought to enter the house to shake hands with the new President. There was no crowd control. It was believed only "Ladies and Gentlemen" would be present, but persons from every class was there forcing their way in to say hello to the President. Thousands of dollars of property were destroyed in the President's Mansion, there was not enough food for people, and fights broke out due to confusion as to where Andrew Jackson was. At some point, Andrew Jackson needed to leave because the mass of people began pressing him against the wall. He LITERALLY needed to leave his own Inauguration Party because too many people came. One Colonel truly believed that if the President stayed, he may have been fatally injured.

4. In Section B, why did Andrew Jackson have to leave the White House?

Answer: At some point, Andrew Jackson needed to leave because the mass of people began pressing him

against the wall. He LITERALLY needed to leave his own Inauguration Party because too many people came. One Colonel truly believed that if the President stayed, he may have been fatally injured.

5. In Section B, Margaret Smith ends her diary entry writing “But it was the People's day, and the People's President and the People would rule.” Why is this an appropriate ending to Jackson’s Inauguration, and to his Presidency?

Answer: Jackson’s Presidency sought to bring about an equality throughout the United States. He promised “equal protection and equal benefits” to all Americans, and sought that government positions should be done by anyone who is willing and able, rather than qualified in some capacity. His Spoils system sought to benefit his friends. The People’s President is a good way to end the diary because he won easily the election of 1828. However, the people certainly ruled his inauguration, as they forced him out of the President’s Mansion.



**Thursday, April 9<sup>th</sup>**

History Unit: Jacksonian Democracy

Lesson 4: Quiz on Jacksonian Democracy

**Unit Overview: Unity and Sectionalism in the United States after War of 1812**

**Objective:** Be able to do this by the end of this lesson.

1. Quiz on Jacksonian Democracy

**Introduction to Lesson 4:**

Plan of Action:

- A. Review (8min)
  - a. Review specifically, Republic vs. Democracy, Spoils System, Corrupt Bargain ...
- B. Quiz on Jacksonian Democracy (22min. max)

**\*\*\*Do not turn to page 22 until you are ready to begin the quiz. Please do not use your study packet to complete the quiz. By signing the academic integrity statement on page 2 of this packet, you are saying that you completed the quiz on your own and without use of your notes.\*\*\***

Quiz on Jacksonian Democracy

**Chronological Ordering:** Which happened first or second...? Underline your answer.

1. Which happened first: Andrew Jackson’s Presidency or John Quincy Adams’ Presidency
2. Which happened first: Henry Clay as Secretary of State or Henry Clay as Speaker of the House
3. Which happened first: “Corrupt Bargain” occurs or John Quincy Adams elected President
4. Which happened second: Spoils System Begins or Andrew Jackson elected President
5. Which happened second: South Carolina nullifies act or Congress passed Tariff Act of 1828
6. Which happened second: No Majority votes for Pres. or House of Reps. vote for Pres.

**Historical Quotes:** Which person would say the statement?

1. \_\_\_: I am Massachusetts’s favorite son in the Election of 1824.
2. \_\_\_: The National Republican Party supports me in the Election of 1828.
3. \_\_\_: The Democratic Party supports me in the Election of 1828.
4. \_\_\_: I win the election of 1824, with Henry Clay’s help!
5. \_\_\_: I am the Speaker of the House during the Election of 1824.
6. \_\_\_: I am John Quincy Adams’ Vice President in the election of 1824 from South Carolina.
7. \_\_\_: I am Kentucky’s favorite son in the Election of 1824.
8. \_\_\_: I am Andrew Jackson’s vice President, after I switch parties in the election of 1828.
9. \_\_\_: I am Tennessee’s favorite son in the Election of 1824.
10. \_\_\_: I lost the election of 1824, unfairly says my party.
11. \_\_\_: I easily win the election of 1828, the first Presidential victory for the Democratic Party.

- A. Andrew Jackson      B. Henry Clay      C. John C. Calhoun      D. John Quincy Adams

Preamble: Fill in the Blank:

- A. \_\_\_ (1) the \_\_\_\_\_ (1) of the United States,
- B. In order to \_\_\_\_\_, (5)
- C. \_\_\_\_\_ (1) Justice, insure \_\_\_\_\_, (2)
- D. \_\_\_\_\_ (1) for the common \_\_\_\_\_ (1),
- E. Promote the \_\_\_\_\_ (2),
- F. and secure the \_\_\_\_\_ (3) to ourselves and our \_\_\_\_\_ (1)
- G. Do \_\_\_\_\_ (3) this \_\_\_\_\_ (1) for the United States of America.

Which form of government...? Match the form of government with the appropriate description.

1. \_\_\_\_: “a government in which the scheme [or plan] of representation takes place...”
2. \_\_\_\_: “a society consisting of a small number of citizens, who [all] assemble and administer the government in person...”
3. \_\_\_\_: Which form of government does Article IV. Section IV of the Constitution guarantee for each state?
4. \_\_\_\_: Jefferson calls this form of government, “mob rule”
5. \_\_\_\_: A form of government that pursues political equality for all by involving every citizen in the political act of creating, executing, and judging the law.
6. \_\_\_\_: A form of government that pursues political equality by allowing citizens to vote for a smaller group representatives who do the work of creating, executing, and judging the law.
7. \_\_\_\_: “An empire of men, rather than an empire of law.”
8. \_\_\_\_: “An empire of law, rather than an empire of men.” (This quote is different from question # 6.)
9. \_\_\_\_: the elected officials serve as a kind of filter for the people’s passions, and desires and looks to serve the common good for all.
10. \_\_\_\_: Benjamin Franklin said that the Constitutional Convention created “a \_\_\_\_\_... if you can keep it.”

A. Democracy

B. Republic

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**Textual Evidence Analysis:** Answer questions based on the text. You may or may not have seen this text before. Good luck!

- A. “The duties of all public officers are... so plain and simple that men of intelligence may readily qualify... I submit, therefore, to your consideration... (a) law which limits appointment to four years. In a country where offices are created solely for the benefit of the people, no one man has any more intrinsic right to (government jobs) than another... by promoting that rotation which constitutes a leading principle in the republican creed, give healthful action to [the federal government].”  
- Andrew Jackson’s Letter to Congress, Dec. 8<sup>th</sup>, 1829

1. **Complete Sentence Response:** Presidents can appoint or choose persons to have government jobs, and there are no term limits for them. Andrew Jackson is looking to place term limits on presidentially appointed positions to four years. **Why does Jackson believe that there should be term limits and thus a rotation of new workers in government?**

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B. “Dear Sir: I take up my pen to inform you of one of the most disgraceful transactions that ever covered with infamy the Republic ranks... For some time past the friends of Clay have hinted that they... would fight for those who would pay best. Overtures [ or proposals or deals] were said to have been made by the friends of [John Quincy] Adams to the friends of Clay, offering him the appointment of secretary of state for his aid to elect Adams. And the friends of Clay gave this information to the friends of Jackson and hinted that if the friends of Jackson would offer the same price, they would close with them...I was of the opinion, when I first heard of this transaction that men professing any honorable principle could not or would not [accept the offer]... It is now ascertained that Henry Clay has transferred his interest to John Quincy Adams. As a consideration of this abandonment of duty to his constituents, it is said and believed, should this unhappy coalition [or group] prevail, Clay is to be appointed Secretary of state.”

- *Anonymous Letter published in a Philadelphia Newspaper (1825)*

1. What event is this letter referring to? \_\_\_\_\_
2. To whom does Clay’s friend offer the deal to? \_\_\_\_\_
3. **Complete Sentence Response:** What this letter reveal about Jackson and his friends regarding the deal?

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C. “... At one time, the President who had retreated and retreated until he was pressed against the wall, could only be secured by a number of gentleman forming around him and making a kind of barrier of their own bodies, and the pressure was so great that Col. Bomford who was one said that at one time he was afraid they should have been pushed down, or on the President. It was then the windows were thrown open, and the torrent found an outlet, which otherwise might have proved fatal. This concourse had not been anticipated and therefore not provided against. Ladies and gentlemen, only had been expected at this Levee [or gathering with the President], not the people en masse [or the common folk]. But it was the People's day, and the People's President and the People would rule.”

1. **Complete Sentence Response:** Margaret Smith ends her diary entry writing “But it was the People's day, and the People's President and the People would rule.” Why is this an appropriate ending to a diary entry on Jackson’s Inauguration?

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**Friday, April 10<sup>th</sup>**

DAY OFF DUE TO HOLIDAY