

# **Democracy for All?:** **The Ages of Jackson, Cotton,** **and Social Reform**

---

**Year 1**  
**History Unit 7**  
**Workbook**

## Lesson 1: The Missouri Compromise



*A map of the Missouri Territory, formerly Louisiana, by Matthew Carey, 1814 (Library of Congress)*

**Why did the Missouri Compromise fail  
to end the national debate over slavery?**

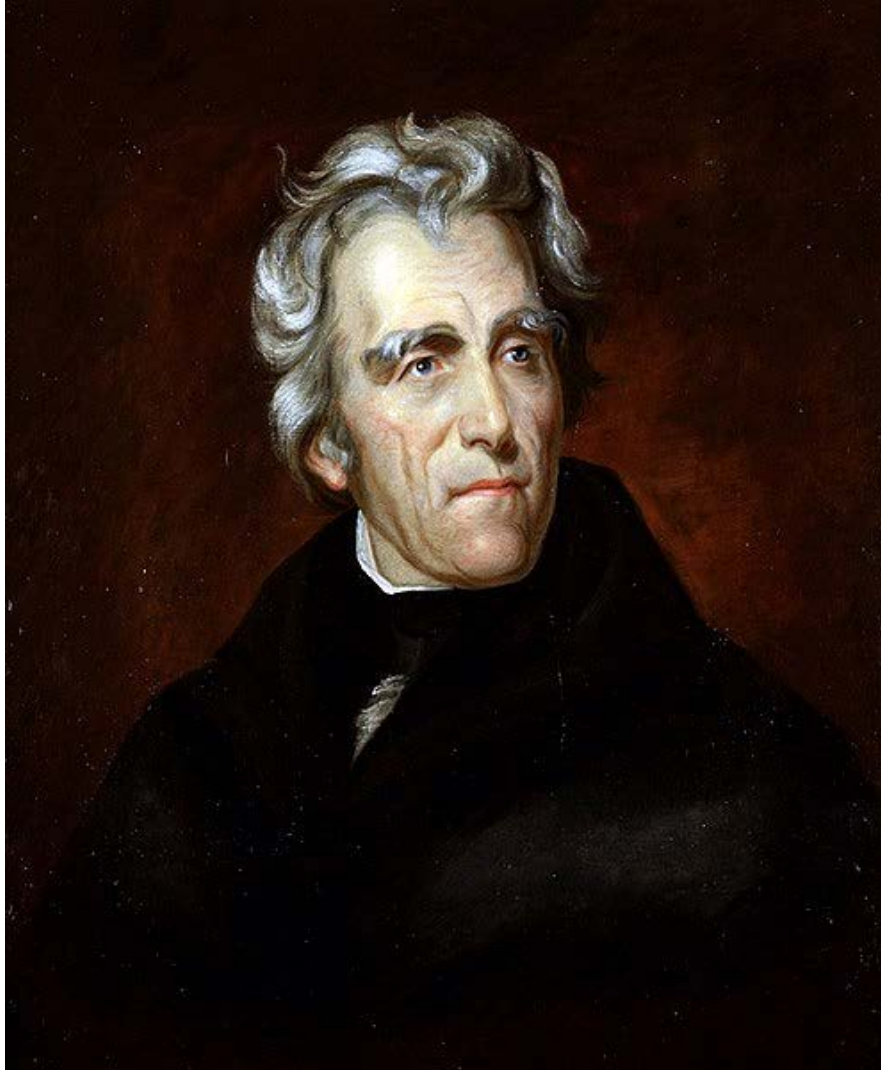
Lesson 1  
Do Now



*The political cartoon King Andrew the First, published in 1833 (Wikipedia)*

1. What are **two** things you notice about the political cartoon above?
2. What are **two** questions you have about the political cartoon above?

## Lessons 2–4: Jacksonian Democracy



*Andrew Jackson, the seventh president of the United States  
(Wikicommons)*

**To what extent did President Andrew Jackson promote democratic values?**

---

**Lessons 2–4**  
**DBQ**

**Historical Context:** Andrew Jackson was an American soldier and statesman who served as the seventh president of the United States, from 1829 to 1837, and was the founder of the Democratic Party. While he was elected as the “People’s President” and was a proponent of the “common man’s democracy,” Jackson used the power of the presidency like no president before him, and his definition of “the people” was limited.

**Task:** Using the information from the documents and your knowledge of history, answer the questions that follow each document. Your answers to the questions will help you complete the essay assignment that follows, in which you will be asked: *To what extent did President Andrew Jackson promote democratic values?*

**As you read Documents A through D, answer the corresponding questions below:**

1. Based on **both** the excerpt and the chart, how did President Jackson influence American elections over time? Be sure to think carefully about your claim and articulate it simply and clearly.  
  
\_\_\_\_\_  
  
\_\_\_\_\_
2. Based on **both** excerpts, how did President Jackson’s ideas about appointments to government jobs compare with his actions as president? Be sure to think carefully about your claim and articulate it simply and clearly.  
  
\_\_\_\_\_  
  
\_\_\_\_\_
3. Based on **both** excerpts, to what extent did Jackson’s Indian removal policies reflect the will of Native Americans? Be sure to think carefully about your claim and articulate it simply and clearly.  
  
\_\_\_\_\_  
  
\_\_\_\_\_
4. Based on **both** excerpts above, to what extent was President Jackson’s veto of the national bank democratic? Be sure to think carefully about your claim and articulate it simply and clearly.  
  
\_\_\_\_\_  
  
\_\_\_\_\_

---

## DBQ Planning Page

**Directions:** Write a well-organized essay of no more than 200 words, which answers the following question: **To what extent did President Andrew Jackson promote democratic values?**

**In your essay, be sure to:**

- Clearly answer the question being asked. **THINK before you write!**
- Use evidence from **at least** three of Documents A–D provided
- Include relevant outside information from your knowledge of U.S. history

**Thesis:**

**Piece of Evidence 1:**

**Analysis:**

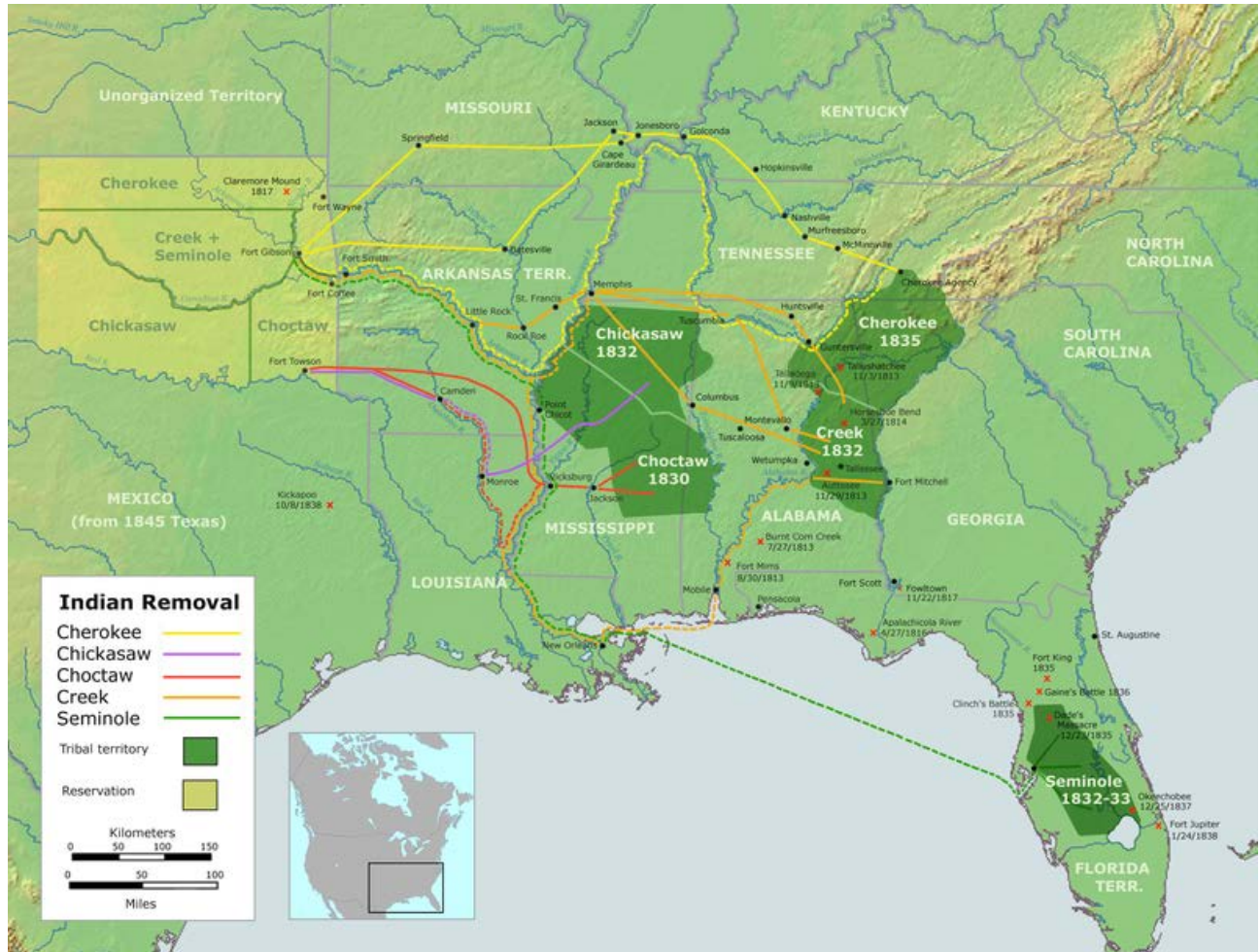
**Piece of Evidence 2:**

**Analysis:**

**Piece of Evidence 3:**

**Analysis:**

## Lesson 5: American Indian Removal and Resistance



Map of the Trail of Tears (Wikimedia)

How did Native Americans respond to federal Indian removal policies?

---

**Lesson 5**  
**Do Now**



*Artist's rendition of the Trail of Tears (National Park Service)*

1. What are **two** things you notice about the illustration above?
2. What are **two** questions you have about the illustration above?

## Lesson 9: Women's Rights



*Suffragettes Elizabeth Cady Stanton (left) and Susan B. Anthony (right) (Wikimedia)*

**Why did American women begin fighting for their rights in the mid-19th century?**

---

**Lesson 9**  
**Note-Taking Template**

Elizabeth Cady Stanton	Susan B. Anthony	Sojourner Truth	Harriet Hunt

---

## Lesson 9

### Exit Ticket

1. How did women challenge their role in society during the mid-1800s?
  - a. Women prioritized being a good mother in the household rather than attempting to vote.
  - b. Women helped to financially support their families and earn a wage equal to that of men.
  - c. Women argued for the same fundamental rights in the Declaration of Independence and Constitution.
  - d. Women prioritized other reform efforts over their interests in gaining the same rights as men.
  
2. How did the methods of women leading the suffrage movement differ?
  - a. While some leaders pushed for equal rights immediately, others only hoped to gain voting rights.
  - b. While some leaders used public speaking and activism to fight for suffrage, others challenged gender roles by pursuing careers in the “male” sphere.
  - c. While some leaders wanted to change the Declaration of Independence, others prioritized amending the Constitution.
  - d. While some leaders used peaceful marches to fight for suffrage, others used violence to protest their lack of freedoms.
  
3. All of the following statements are true of the women’s suffrage movement **except**
  - a. Women increased their role in the public sphere through their fight for suffrage.
  - b. African American women fought not only for women’s rights, but their rights as African Americans, as well.
  - c. Women gained increased access to elected political positions in national government.
  - d. Women hoped to redefine women in society as full citizens.

## Lesson 10: Immigration and Nativism



A lithograph titled The Great Fear of the Period That Uncle Sam May Be Swallowed by Foreigners, mid-1860s (Wikimedia)

**Why did the American nativist movement rise in the mid-19th century?**

Lesson 10  
Do Now

**AMERICAN CITIZENS!**

We appeal to you in all calumny. Is it not time to pause? Already the enemies of our dearest institutions, like the foreign spurs in the Trojan horse of '61, are within our gates. They are disorganizing themselves upon us, at the rate of HUNDREDS OF THOUSANDS EVERY YEAR! They aim at nothing short of conquest and supremacy over us.

A PAPER ENTITLED THE

**AMERICAN PATRIOT.**

**IN FAVOR OF**

The protection of American Mechanics against Foreign Pauper Labor.  
Foreigners having a residence in the country of 21 years before voting.  
Our present Free School System.  
Carrying out the laws of the State, as regards sending back Foreign Paupers and Criminals.

**OPPOSED TO**

Papal Aggression & Roman Catholicism.  
Foreigners holding office.  
Raising Foreign Military Companies in the United States.  
Nunneries and the Jesuits.  
To being taxed for the support of Foreign paupers millions of dollars yearly.  
To secret Foreign Orders in the U. S.

We are burdened with enormous taxes by foreigners. We are corrupted in the morals of our youth. We are interfered with in our government. We are forced into collisions with other nations. We are tampered with in our religion. We are injured in our labor. We are assailed in our freedom of speech.

**The PATRIOT is Published by J. E. Farwell & Co., 32 Congress St., Boston,**  
**And for Sale at the Periodical Depots in this place. Single copies 4 Cents.**

"American Citizens!" in the American Patriot, published by J. E. Farwell & Co., 1852 (Library of Congress, Photographs and Prints Division)

1. What are **two** things you notice about the illustration above?
2. What are **two** questions you have about the illustration above?

## **Lessons 11–12: The Legacy of the Age of Reform**



*Dorothea Lynde Dix (Library of Congress, Photographs and Prints Division)*

**Why did the American nativist movement rise in the mid-19th century?**

---

**Lessons 11–12****Reform Movements and Reform Leaders**

<b>Reform Movements</b>	<b>Reform Leaders</b>
Women's Suffrage	<ul style="list-style-type: none"><li>• Elizabeth Cady Stanton</li><li>• Susan B. Anthony</li><li>• Sojourner Truth</li><li>• Harriet Hunt</li></ul>
Nativism	<ul style="list-style-type: none"><li>• Know-Nothing Party</li></ul>
Education Reform	<ul style="list-style-type: none"><li>• Horace Mann</li></ul>
Abolition	<ul style="list-style-type: none"><li>• William Lloyd Garrison</li><li>• Frederick Douglass</li><li>• Angelina Grimke</li></ul>
Colonization	<ul style="list-style-type: none"><li>• Reverend Robert Finley</li><li>• Reverend Richard Allen</li><li>• James Forten</li></ul>
Temperance	<ul style="list-style-type: none"><li>• Woman's Christian Temperance Union</li></ul>
Prison Reform	<ul style="list-style-type: none"><li>• Dorothea Dix</li></ul>

---

**Lessons 11–12**  
**Wall Plaque Planning Guide**

**DIRECTIONS:** Use the planning guide below to organize your research and to plan your idea based on your research.

**Your Reform  
Movement/  
Reform Leader:**

--

**Central Question:** How did 19th-century reform movements and their leaders influence American society?

**Part I: Research**

**DIRECTIONS:** In the space below, outline your research. Make sure you write down only the research that helps answer the Central Question. Then include a link to the source where you found your information.

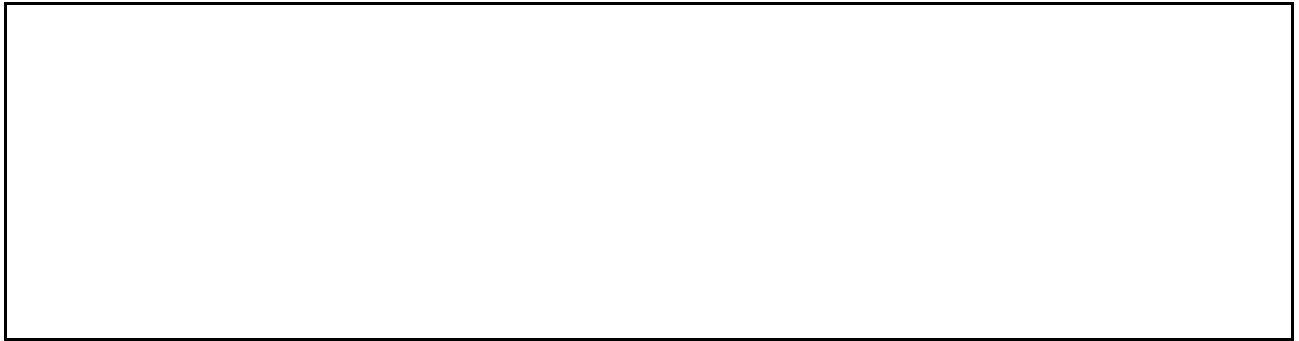
Research Notes	Source

---

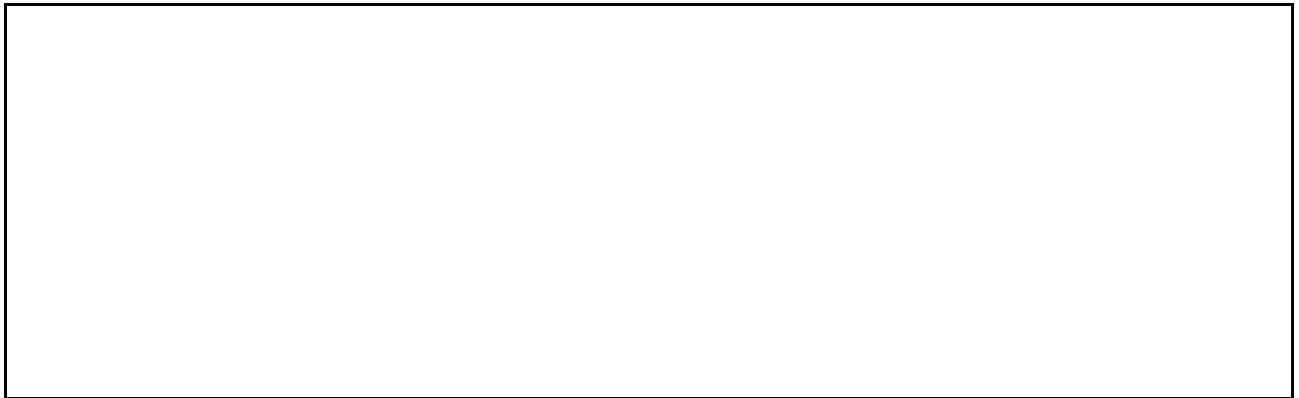
## Part II: Wall Plaque Plan

**DIRECTIONS:** Based on your research above, come up with an idea about your reform movement or reform leader that answers the Central Question. Make sure that your idea is simple, clear, and compelling.

Ask: *What is the idea of my plaque?*



Ask: *What visual details will I include on my plaque to support my idea?*

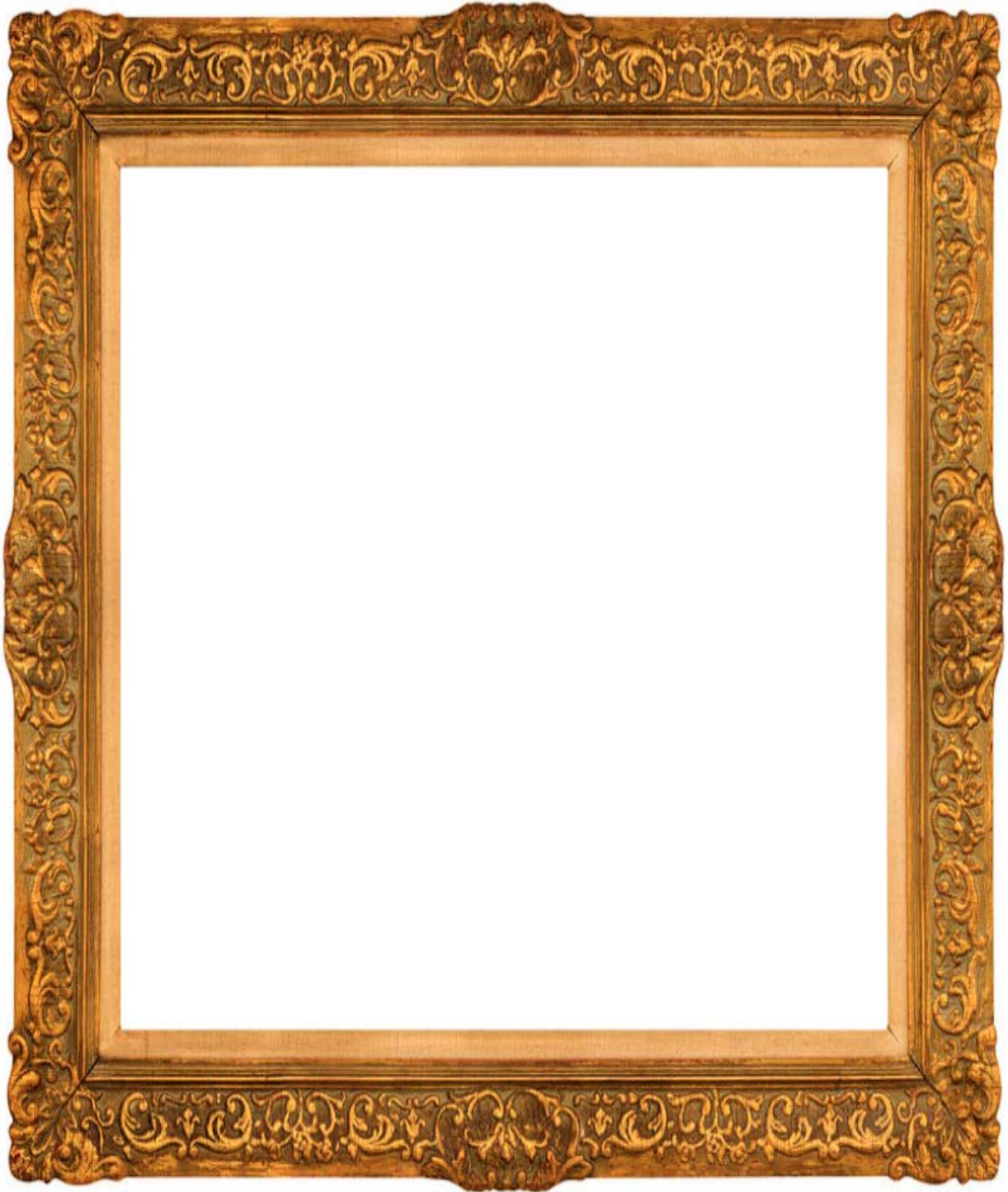


Draft a clear and compelling title and caption that supports your idea.



---

**Lessons 11–12**  
**Wall Plaque Template**



## **Activists and Social Reform Movements**

### *Antebellum Period (1815 - 1861)*

Exhibit Name: \_\_\_\_\_

Visitor Description:

---

## Scholar Research Guidance

*Read the article “Fake or Real? How to Self-Check the News and Get the Facts” by Wynne Davis on the NPR website.*

*In addition, use the suggested websites below as a starting point for research.*

- History Channel
- Gilder Lehrman Institute
- Newsela
- PBS
- CNN
- Huffington Post