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Life, Liberty, and the Pursuit of Happiness

Instructor Answer Guide

Chapter 6: 1828-1844

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CHAPTER 6 INTRODUCTORY ESSAY: 1828–1844

Review Questions

1. Andrew Jackson defeated incumbent president John Quincy Adams in the election of 1828 primarily because of

Answer: D. the Jackson campaign's focus on reaching a broad electorate

2. The primary outcome of the Nullification Crisis was to

Answer: C. establish a precedent for state secession

3. Whigs denounced Jackson as King Andrew I because of

Answer: D. his expansion and free use of presidential powers

4. Which of the following was not a prime focus of organized antebellum reform movements?

Answer: B. American Indian rights

5. All the following were the roots of major crises in the Jackson Administration except

Answer: B. the expansion of suffrage

6. President Andrew Jackson implemented his view of the appropriate use of federal power by acting to weaken

Answer: A. the national bank

7. Which of these was not a result of the Indian Removal Act of 1830?

Answer: D. The beginning of the Frontier Wars

8. What was the main idea of John C. Calhoun's *Exposition and Protest*, published in 1828?

Answer: A. That states had the right to declare a federal law unconstitutional

9. *Exposition and Protest* held the same premise as which document?

Answer: B. The Kentucky Resolutions of 1799

10. The most significant issue of the election of 1832 was

Answer: D. the national bank

11. Which of the following actions did President Andrew Jackson take regarding the Bank of the United States?

Answer: B. Vetoed the re-chartering of the bank in 1832

12. The Whig Party most likely won the election of 1840 because of

Answer: B. the declining popularity of Martin Van Buren after the Panic of 1837

13. The desire to do which of the following best describes the concept of Manifest Destiny in the 1840s?

Answer: A. Expand American territory from the Atlantic to the Pacific Ocean

14. The greatest impact of the Mexican War of 1846–1848 was that

Answer: A. the United States gained a significant amount of territory in its quest to expand to the Pacific

15. The Second Great Awakening affected all the following except

Answer: D. the spread of American democratic ideals even if it meant war

16. The reform movement stemming from the Second Great Awakening that caused the most controversy in the United States was

Answer: C. abolitionism

17. The introduction of the "gag rule" in Congress meant

Answer: A. petitions supporting the abolition of slavery would not be introduced on the floor of Congress

18. The Seneca Falls Convention in 1848 was known for a document its attendees issued in support of

Answer: D. rights for women

Free Response Questions

1. Explain how the Second Great Awakening and antebellum social reform movements influenced and reinforced each other.

Answer: Answers will vary but should focus on how the Second Great Awakening created a social atmosphere in which individual moral reform or "perfectionism" in society became vital and led to emotional impetus and organizational support for moral crusaders, such as those who supported public education, temperance, or abolitionism. Conversely, social reform also provided concrete focus for religious movements in social causes such as temperance and antislavery.

2. Explain how the election of 1828 signaled a change in U.S. national politics.

Answer: In the 1828 election, the electorate had expanded to include almost all adult white men by eliminating most property requirements for suffrage. Successful candidates, like Andrew Jackson, exploited the new democratization of politics and greater political participation by organizing political parties at the local level and winning popular support through the press. Public opinion mattered, and a candidate's image and personal attacks played a role in political victories. For example, Jackson's status as popular military hero and frontiersman appealed to the expanded electorate and helped him fend off personal attacks against his character and that of his wife.

3. Explain why settlers moved to Texas during the 1820s and into the 1830s and how this migration affected the United States.

Answer: American settlers were invited into the northeastern province of Mexico with the provision that they would adapt to Mexican culture, especially by converting to Catholicism, becoming Mexican citizens, and freeing their slaves. After several years of migrations, a few thousand American settlers had arrived but had failed to meet Mexico's mandates. In 1836, they declared Texas an independent republic, and eventually the United States annexed Texas into the union, helping spark a war with Mexico. Following a U.S. victory, not only was Texas officially in the union (with enslaved persons), what is now the southwestern corner of the United States was as well.

AP Practice Questions

1. In the political cartoon, the intention of the artist is to

Answer: C. illustrate belief that President Jackson abused his power as president

2. People who agree with the sentiments expressed in the political cartoon would most likely support

Answer: D. the formation of the Whig Party

3. The paintings reflect the sentiments of what American idea?

Answer: C. Manifest Destiny

4. The sentiments expressed in the paintings share common values with which group?

Answer: C. British colonists who opposed the Royal Proclamation of 1763

NARRATIVES

The Nullification Crisis

Review Questions

1. The purpose of a protective tariff is to

Answer: D. make sure domestically made products have a marketplace advantage over similar foreign products

2. What was the predominant Southern opinion of protectionist tariffs?

Answer: A. Southerners resented tariffs because they raised the cost of imported foreign goods and invited retaliatory tariffs that lowered foreign demand for their agricultural exports.

3. How would a proponent of state nullification describe the relationship between the states and the federal government?

Answer: B. The states are sovereign entities and can decide to nullify a federal law that is inconsistent with the Constitution to protect their citizens.

4. The Tariff of Abominations was so called because it

Answer: B. appeared to favor the economic interests of the North at the expense of the South

5. Which group most strongly supported passage of the Tariff of 1828?

Answer: C. northern manufacturing interests

6. Which group would agree most with the arguments made in the South Carolina Exposition and Protest?

Answer: C. southern plantation owners

7. The arguments made by Senator Robert Y. Hayne of South Carolina in his debates with Senator Daniel Webster agree with all the following except

Answer: D. the Supremacy Clause of the U.S. Constitution

8. The Compromise Tariff of 1833

Answer: C. gradually reduced tariff rates, temporarily satisfying critics in South Carolina

Free Response Questions

1. Explain how the Nullification Crisis was relevant to the Civil War.

Answer: Answers will vary but should include a discussion of sectional ideological differences centering on states' rights and the legality of nullification, and the issue of slavery and where it could exist. Answers also should mention that the federal government can use force to enforce federal law on insubordinate states. Overall, the crisis centered on the question of whether states have the right to dictate to the federal government what can and cannot happen within their jurisdictions.

2. Analyze changes in the relationship between the North and South as a result of the Nullification Crisis 1832–1833.

Answer: The South was beginning to feel defensive under the perceived growing economic power in the North. The Tariff of 1832, though lower than the Tariff of 1828 (the Tariff of Abominations) motivated the South, led by South Carolina, to protest the new legislation through nullification. This added complexity to the relationship between the two regions, which continued to grow strained and opened a rift that led to war.

AP Practice Questions

1. In the excerpt, the quote "but in reality for the protection of domestic manufactures and the giving of bounties to classes and individuals engaged in particular employments" refers to South Carolina's belief that

Answer: C. the tariff was a subsidy to support northern factories

2. The main principle of the excerpt is similar to a major premise found in

Answer: D. the Kentucky Resolution

3. The main sentiment of the excerpt re-emerged during pre-1860 debates over what issue?

Answer: C. Slavery

The Mormon Trail

Review Questions

1. The establishment of the Mormon Church emerged from

Answer: C. the Second Great Awakening

2. *The Book of Mormon* is mainly about

Answer: C. the history of the Mormons' ancestral church in North America and the struggles between two tribes

3. According to *The Book of Mormon*, Joseph Smith was to

Answer: A. rebuild and correct the Christian Church on earth

4. Joseph Smith said he was visited by all the following except

Answer: D. the Nephite Mormon

5. Unlike some other religious sects founded during the Second Great Awakening, the Mormons

Answer: D. migrated as a group to an area where they would be beyond the reach of the U.S. government

6. Once in the Salt Lake Valley, during the first two winters of settlement, the Mormons

Answer: A. overcame hardship to establish a prosperous settlement

Free Response Questions

1. Explain how, through their experiences, the Mormons displayed characteristics considered unique to the American national character.

Answer: Mormons, like other persecuted groups (e.g., the Quakers, Freedmen, Irish immigrants), persevered through discrimination to establish a strong community. Despite threats to personal safety, they remained steadfast in their beliefs, such as having a strong work ethic and self-determination, and settled where they were safe (adding to the westward movement). Eventually, Mormons became citizens who fully participate in the American national experience. Their perseverance in the face of religious discrimination is part of the American identity.

2. Explain how the Second Great Awakening influenced Joseph Smith.

Answer: The area where Joseph Smith lived in western New York was known as the "burned over district." Many preachers shared the Gospel and new denominations were established in this region and time. Within this larger context, Smith declared he was inspired by a visit from the angel Moroni, who revealed a plan that instructed Smith to reignite the Christian faith based on *The Book of Mormon*.

AP Practice Questions

1. Which of the following was the main reason for the event depicted in the map?

Answer: B. The Mormons were escaping persecution in the various communities where they had previously settled.

2. As a result of the event depicted on the map, the Mormons established

Answer: A. a well-planned, prosperous community of economic diversity

3. According to Daniel Walker Howe, what attribute of Mormon society demonstrated the essence of the American character?

Answer: D. Individualistic pluralism

4. How did Mormons seeking the opportunity to practice their religious beliefs extend the geographic area of the United States?

Answer: D. They undertook diligent mission activity, encouraging immigration to the region and increasing the population of Utah Territory.

The Trail of Tears

Review Questions

1. In his 1829 first inaugural address, President Jackson laid out his belief that the best policy toward American Indians was to

Answer: B. set aside land west of the Mississippi for American Indians' control and use

2. The five southern tribes removed and forced upon the Trail of Tears were

Answer: A. the Cherokee, the Chickasaw, the Creek, the Choctaw, and the Seminole

3. Who witnessed the policy of Indian Removal in 1831, claiming "the Indian race [was] doomed to perish"?

Answer: D. Alexis de Tocqueville

4. The initial ruling of the Supreme Court in regard to American Indians stated

Answer: D. Indian tribes were "domestic dependent nations" and had rights to their own land

5. The first major expulsion after the Indian Removal Act of 1830 occurred in

Answer: C. Georgia

6. The greatest impetus for whites pushing American Indians off their traditional territory was the

Answer: B. desire for the land for development and the acquisition of wealth

Free Response Questions

1. Explain Andrew Jackson's words and actions related to American Indians.

Answer: Andrew Jackson was a proponent of a policy of removal of American Indians as early as the 1820s. He had fought battles against American Indians during and after the War of 1812 and, as treaty commissioner, he had persuaded tribes to surrender millions of acres. In his 1829 first inaugural address, Jackson promised "a just and liberal policy" toward the tribes, but later that year he provided more detail in a message to Congress. He recommended the tribes be granted "an ample district west of the Mississippi" where each tribe would control its own portion of the territory to be designated. He argued that removal to the west would "preserve this much injured race." When Congress narrowly passed a bill in 1830 providing for voluntary removal of the tribes to lands in the West that they would hold in perpetuity once they gave up all claim to lands in the east, Jackson signed the bill into law. When the tribes made the trek to Indian Territory, they were not provided with the promised protection and supplies, and the combination of brutal weather, rugged terrain, and disease led to the deaths of many thousands of American Indians. As president, Jackson failed to execute the law in a manner that achieved voluntary migration, "just and liberal policy," an ample district that the tribes would control in perpetuity, or preservation of "this much injured race."

2. Explain how the U.S. government failed to protect American Indians during the 1820s–1840s.

Answer: Despite two rulings by the Marshall Court that appeared to support American Indian land rights (Cherokee Nation v. Georgia and Worcester v. Georgia), the justices had no real power to

enforce their decisions. Van Buren did use the military to expel Indians, but under the justification that he was enforcing duly concluded treaties, in particular, the 1835 Cherokee treaty of New Echota. The treaty was widely denounced as fraudulent but was nonetheless ratified by the Senate.

AP Practice Questions

1. The Indian Removal Act was a

Answer: A. formal acknowledgement of the president's power to direct relocation of American Indians

2. The main idea expressed in the excerpt from the Indian Removal Act was most likely motivated by

Answer: B. a desire by the state of Georgia to remove the Cherokee from their land

William Lloyd Garrison's War against Slavery

Review Questions

1. Which best describes William Lloyd Garrison's initial stance on slavery?

Answer: C. He supported gradual emancipation and colonization in Africa.

2. William Lloyd Garrison was most devoted to which one of the following antebellum reforms?

Answer: B. Abolitionism

3. William Lloyd Garrison's philosophy on slavery was most directly influenced by which individual?

Answer: C. Benjamin Lundy

4. William Lloyd Garrison's philosophy regarding slavery was initially influenced by

Answer: C. the Second Great Awakening

5. William Lloyd Garrison's abolitionist beliefs were publicized most often through

Answer: D. the publication of The Liberator

6. Why did Garrison apologize for advocating gradual emancipation?

Answer: A. He came to believe that because slavery was a national sin, it was unjust and cowardly to do anything less than demand an immediate end to it.

Free Response Questions

1. Explain how Garrison used First Amendment rights in pursuit of his objective: immediate abolition.

Answer: Garrison used the First Amendment's protection of freedom to petition the government by collecting signatures on antislavery petitions that he submitted to the U.S. Congress. He used free speech in presentations such as his July 4, 1829, Park Street Church address. He exercised freedom of the press in his work in several newspapers, most notably The Liberator.

2. Explain what influenced William Lloyd Garrison to change his view on emancipation.

Answer: William Lloyd Garrison was strongly influenced by Quaker publisher and abolitionist Benjamin Lundy to support immediate rather than gradual emancipation. Garrison also thought much about the issue as a newspaper editor, and he witnessed the horrors of slavery and the slave trade while living in Baltimore, Maryland. He was encouraged by other prominent abolitionists, particularly those in New England, as well.

3. Explain William Lloyd Garrison's uncompromising support for the immediate abolition of slavery.

Answer: Garrison adopted an uncompromising moral position on slavery and even countenanced disunion and the destruction of U.S. constitutionalism. He wanted to follow God's law ("higher law") and do what was right rather than engage in a statesmanship of compromise by gradually finding a legal and constitutional means of ending slavery. Some of Garrison's tactics, such as burning a copy of the Constitution, claiming it was a "covenant with death and an agreement with Hell," were extreme.

AP Practice Questions

1. The excerpt could be used as support for the idea that

Answer: C. it is better and more just to be imprisoned than to be enslaved

2. Which assertion is most directly related to the Garrison letter to Ebenezer Dole?

Answer: A. Slavery violates the enslaved person's inalienable rights to life, liberty, and the pursuit of happiness.

3. Garrison believed he would find the most support for his abolitionist newspaper in what area of the United States?

Answer: B. New England

Nat Turner's Rebellion

Review Questions

1. Nat Turner is best characterized as

Answer: B. an enslaved preacher who led a revolt against slaveowners

2. Despite poor odds for success, what indication did Nat Turner say led him to believe the time was right to lead a slave rebellion?

Answer: B. He believed God used nature to give him a sign that the time had come.

3. When Nat Turner's slave rebellion began in August 1831, the rebels killed

Answer: A. men, women, children, and infants

4. One major result of Nat Turner's Rebellion in Virginia was

Answer: D. a debate in the legislature about whether to abolish slavery

5. Thomas Dew's influence on the issue of slavery in Virginia came from his belief that

Answer: C. slavery was a moral good and needed to be preserved

6. Which best describes the white response to Nat Turner's Rebellion?

Answer: A. Whites responded brutally, but after a few days, leaders were able to limit the retribution.

Free Response Questions

1. Explain to what extent slave rebellions were successful in the South.

Answer: Overall, slaves' attempts at rebellion in the South were unsuccessful. Rebels were usually outgunned by whites or betrayed by other enslaved persons. White militias killed some during battle or after capture, whereas others were tried and most were executed.

2. Explain the impact of Nat Turner's Rebellion on Virginia.

Answer: After Nat Turner's Rebellion, political leaders in Virginia began to debate the role of slavery. The debate ended with convincing opinions published by proslavery academics such as Thomas Dew and George Fitzhugh, who argued that slavery was a "proper foundation for a rightly ordered society."

AP Practice Questions

1. Based on the excerpt, what attributes did Frederick Douglass believe were missing in America's story up to that time?

Answer: D. Wisdom, justice, and truth

2. Why does Douglass repeatedly use the word "your"—"your national independence". . . "your political freedom". . . "your great deliverance"—in this address to an audience he calls "fellow citizens"?

Answer: D. His choice of wording repeatedly reminds the audience that the freedom they celebrate does not extend to enslaved people.

Sam Houston and Texas Independence

Review Questions

1. Why did the Mexican government welcome Americans to Texas during the 1820s?

Answer: D. A larger population of people loyal to Mexico and obedient to Mexico's laws would contribute to greater prosperity in the region.

2. War broke out between Mexico and the American settlers in Texas mainly because the settlers

Answer: B. believed Mexico's government was becoming dictatorial

3. The fighting at which of the following places became legendary because of the overwhelming odds against the Texans?

Answer: B. The Alamo

4. In 1836, the Texans fought for

Answer: C. their independence

5. The eventual victory of Texas over Mexico led to

Answer: B. Texas's independence and ultimate annexation by the United States

6. The United States did not immediately annex Texas for all the following reasons except

Answer: D. there was no support in the United States for annexation of Texas

Free Response Questions

1. Explain why Americans settled in Mexico's territory in Texas and how that migration eventually affected the United States.

Answer: Americans were invited to settle in Texas during the early 1820s because Mexico wanted to populate its northeastern province. Settlers were welcome as long as they agreed to become loyal to Mexico, convert to Catholicism, and free their slaves, but most ignored these conditions. Eventually, the Texans fought for and gained their independence from Mexico, and nearly a decade later, the United States annexed Texas. The annexation created a war between the United States and Mexico that the United States eventually won. Texas joined the Union as a slave state.

2. Explain how the conflict with Mexico over Texas affected politics and economics in the United States during the mid-nineteenth century.

Answer: When Mexican president Antonio Lopez de Santa Anna began to exercise dictatorial powers and sought to suppress Texan efforts to regain the liberties settlers had previously enjoyed, each repressive action by Santa Anna's government only increased Texans' determination to win independence and eventual annexation to the United States. In 1836, after Texan troops under Sam Houston defeated and captured Santa Anna, he capitulated (temporarily) to Texas independence. The new republic sought annexation to the United States, but that prospect was controversial

because of growing sectional tension over slavery and because it would open renewed conflict with Mexico. From 1836 to 1844, debate in the United States continued, and the Senate rejected a treaty of annexation. Texas finally joined the Union though a joint resolution in Congress in 1845, but throughout this time, sectional tensions raised by the westward expansion of slavery increased, and the expected war with Mexico loomed. Settlement of that war with the 1848 Treaty of Guadalupe Hidalgo brought a vast southwestern territory into the United States and increased the urgency to resolve those sectional tensions.

AP Practice Questions

1. A historian could use these excerpts to support the argument that

Answer: B. Texans declared independence with an eye to eventual annexation by the United States

2. The most significant issue for the United States regarding the Mexican province of Texas and its potential annexation was

Answer: C. the slavery issue

3. The eventual annexation of Texas added to

Answer: A. the developing U.S. belief in Manifest Destiny

Elizabeth Cady Stanton and the Struggle for Women's Suffrage

Review Questions

1. Upon what document was the Declaration of Rights and Sentiments based as it argued for women's rights?

Answer: C. The Declaration of Independence

2. Most of the women who led the women's rights movement in the 1830s and 1840s had gained leadership experience in campaigns for which movement?

Answer: A. Abolition of slavery

3. During the antebellum period women were least likely to have the opportunity to

Answer: C. vote and run for office

4. Who did not support adding the right to vote to the 1848 Declaration?

Answer: D. Quaker representatives

5. The catalyst for the start of the women's rights movement was

Answer: B. the exclusion of women as official delegates at the 1840 World Anti-Slavery Convention in London

6. Which abolitionist spoke these words in support of the women's rights movement?

Answer: B. Frederick Douglass

Free Response Questions

1. Explain why Elizabeth Cady Stanton and other like-minded individuals supported the movement for women's rights in the United States.

Answer: Stanton and the other advocates of women's rights were guided by the ideals of the American Founding and the reforms of the Second Great Awakening. They experienced discrimination at the World Anti-Slavery Society 1840 meeting and started arguing for their own rights. They were disturbed by the political, legal, economic, and social inequalities that women suffered in U.S. society.

2. Explain the motivation for Elizabeth Cady Stanton and the participants of the Seneca Falls Convention to use the Declaration of Independence as the model for the Declaration of Rights and Sentiments.

Answer: Stanton and the others at the Seneca Falls Convention appealed to the Declaration of Independence because it provided a standard of universal natural rights and republican government by the consent of the governed. Moreover, they wanted the United States to live up to the ideals of the American Founding and ensure equality for women.

AP Practice Questions

1. The excerpt reflects the sentiments of which group?

Answer: C. Supporters of women's rights

2. Which part of the Bill of Rights do the Declaration's signers expect to use most frequently?

Answer: A. The First Amendment

3. Which of the following was the most controversial issue in the movement whose sentiments are expressed in the excerpt?

Answer: B. Women's suffrage

The Lowell Girls

Review Questions

1. Francis Cabot Lowell's textile mill at Waltham, Massachusetts, helped establish

Answer: B. the factory system

2. The Boston Associates were

Answer: C. textile factory owners

3. What impact did the Lowell Girls have on the development of a labor movement in the newly industrial Northeast?

Answer: D. They used activism to gain more rights, such as striking over reduced wages.

4. Factory work attracted female laborers because it provided

Answer: C. a chance to earn wages outside the home

5. Which statement best describes the Lowell Girls in comparison to New England women that did not work in the mills?

Answer: A. Lowell Girls tended to marry much later than other women

6. Most manufacturing in the pre-industrial era was done

Answer: A. inside the home

7. The industrial advantage created by the Boston Manufacturing Company in 1813 was that

Answer: C. textiles could be produced as a finished product in one location

Free Response Questions

1. Explain the motivation a Lowell Girl might have to support the Lowell Female Labor Reform Association in the 1840s.

Answer: By securing shorter work hours and sickness insurance, the Lowell Female Labor Reform Association helped protect the interests of the Lowell Girls. Moreover, the organization gave the Lowell Girls greater strength in bargaining with management than they had as individual workers.

2. Explain how the Lowell mills and other manufacturing concerns transformed New England before the Civil War.

Answer: The Lowell mills contributed to the first wave of the industrialization in the United States by bringing economic growth (in the form profitable factories), employment opportunities, immigration, and urbanization in the nineteenth century. The Lowell mills also contributed to making the North more industrially based and, therefore, created more of an economic divide between the North and South.

3. Explain how the Lowell mills changed the economy of the United States.

Answer: When Samuel Slater and Francis Cabot Lowell visited Great Britain in the late eighteenth and early nineteenth centuries and brought home memorized plans for factory machinery, the impact on the American economy was striking. Within seventy years, the United States had transformed from an almost exclusively agrarian society with small contributions from cottage industries to a substantially industrialized economy. The Lowell Mills were the beginning of this transformation.

AP Practice Questions

1. Which of the following best describes the context surrounding the situation described in these excerpts?

Answer: C. Early industrialization

2. Workers like those described in the first excerpt sought to change working conditions by

Answer: D. forming labor associations, such as the Lowell Factory Girls Association

3. According to excerpt 2, the factory girls were

Answer: A. well-provided for and happy

John Quincy Adams and the *Amistad*

Review Questions

1. *The Amistad* was a ship

Answer: D. used to smuggle Africans into Spanish colonies as slaves

2. At first, the U.S. government's official position in regard to *The Amistad* was that

Answer: C. the United States agreed with the Spanish government and intended to return the ship to Spain

3. In his presentation before the Supreme Court, John Quincy Adams used all the following as part of his argument except

Answer: A. the 1795 U.S. treaty with Spain

4. In *The Amistad* case, Lewis Tappan was

Answer: B. a well-known abolitionist who financed the defense of the Africans

5. The founding principle on which John Quincy Adams based his argument before the Supreme Court was

Answer: C. that all humans possess natural and inalienable rights

6. While making the arguments before the Supreme Court, John Quincy Adams also served as

Answer: C. a member of the House of Representatives

Free Response Questions

1. Explain how the growing abolitionist movement responded to the *Amistad* case.

Answer: Once the Africans on the *Amistad* had been imprisoned in New Haven, Connecticut, American abolitionists led by Lewis Tappan came to their aid, raising funds for the defense of the Africans in federal court and ultimately asking the congressional abolition champion John Quincy

Adams to argue the case before the U.S. Supreme Court, which eventually led to the Africans' victory. After the case met its successful end, abolitionists raised funds for the Africans to help them return to Africa.

2. Explain how John Quincy Adams used ideas of democracy and freedom in his arguments in the *Amistad* case before the U.S. Supreme Court.

Answer: In his final argument before the Supreme Court, John Quincy Adams tied together the ideals on which the country was founded. He spoke for several hours, pointing to the copy of the Declaration of Independence hanging in the chambers and asserting that the Africans were entitled to all the rights and freedoms embodied in the "Law of Nature and of Nature's God on which our fathers placed our national existence." He finished by appealing to the justices to follow the example set by their predecessors on the Court, such as Chief Justice John Marshall, in dispensing justice. He asked for a "fervent petition to heaven, that every member of it may go to his final ascent with as little of earthly frailty to answer for as those illustrious dead."

AP Practice Questions

1. The argument presented in the excerpt is relevant to

Answer: A. the emerging national argument for the abolition of slavery

2. Which of the following American leaders would most strongly agree with the sentiments expressed in the excerpt?

Answer: C. William Lloyd Garrison

Frederick Douglass's Path to Freedom

Review Questions

1. What text was instrumental in teaching Frederick Douglass how to read and learning the principles of liberty as a young man?

Answer: B. *The Columbian Orator*

2. Which of the following best describes Frederick Douglass's childhood?

Answer: D. He was raised by his grandmother and never knew the identity of his father.

3. Where was Frederick Douglass born and raised?

Answer: B. Maryland

4. How did Douglass achieve his freedom?

Answer: C. He escaped to the North on the Underground Railroad.

5. Frederick Douglass's life was most changed by

Answer: B. his learning to read and understand the concept of freedom

6. What did Frederick Douglass's transformative fight with Edward Covey teach him?

Answer: D. Resisting slavery could help him recover his worth as a human being.

Free Response Questions

1. Using Frederick Douglass as an example, explain how an enslaved person was dehumanized by the institution of slavery.

Answer: Frederick Douglass, like most slaves, was dehumanized in several ways by the institution of slavery. He was separated from his immediate family and loved ones, because slaves could be sold or moved without their consent. He both witnessed and suffered severe whippings and beatings that were part of the brutality of slavery. He was also banned by law from reading or teaching other

slaves, because this could lead him to question his condition of bondage. In addition, his masters owned him and his labor, and they kept the fruits of that labor, including money he earned.

2. Explain how Frederick Douglass "recovered his humanity and sense of dignity" while a slave and later after he escaped to freedom.

Answer: Frederick Douglass recovered his humanity and sense of dignity in several fundamental ways. First, he learned how to read and began to question slavery and understand the human right to freedom. Second, he fought back against those who would brutalize him, especially the slave breaker Edward Covey. He eventually escaped to freedom, earned his own wages as a free man, married, had children, and lived his life by his own consent.

AP Practice Questions

1. The author of the excerpt most likely would support what social reform in the antebellum era?

Answer: C. Abolition

2. According to this author, practices of slaveholders in which part of the United States were most brutal?

Answer: B. the deep South

DECISION POINTS

John Quincy Adams and the Gag Rule

Review Questions

1. John Quincy Adams's arguments in the U.S. House regarding the gag rule were based on

Answer: D. the Constitution and Declaration of Independence

2. The gag rule forbade debate or discussion in the House of Representatives about petitions regarding

Answer: B. slavery

3. The South's reaction to John Quincy Adams and the gag rule was to

Answer: A. grow more adamant in support of the institution of slavery

4. According to John Quincy Adams, the gag rule

Answer: C. was a threat to a free and deliberative government

5. During his tenure in the House of Representatives, John Quincy Adams linked the right to address the immorality of slavery with what other social reform of the time?

Answer: C. Women's rights

6. John Quincy Adams's victory in getting the gag rule overturned in December 1844 was, according to him, a victory for all the following except

Answer: D. the right to send abolitionist material through the U.S. mail

Free Response Questions

1. Explain John Quincy Adams's beliefs about free debate in the House of Representatives.

Answer: According to Adams, "the right of petition . . . is essential to the very existence of government; it is the right of the people over the Government; it is their right, and they may not be deprived of it." He reflected in his diary that he believed the cause to debate slavery "is good and great." He persisted in battling the gag rule and defended the right to petition for the rights of others.

2. Explain why the South was vocal about defending the institution of slavery.

Answer: The southern economy was based on slave labor, mainly because of the cotton industry. Many white southerners defended their "peculiar institution" against abolitionist ideals and developed the idea that slavery was a "positive good" that was beneficial for enslaved persons, masters, and the country because it preserved a natural order rooted in the inequality of the races. They blocked abolitionist literature from reaching southern states and blocked consideration of any abolitionist petitions in Congress.

AP Practice Questions

1. Like John Quincy Adams, David Walker most directly used what to support his argument?

Answer: C. The natural rights principles of the Declaration of Independence

2. With which of these statements would John Quincy Adams and David Walker most likely have agreed?

Answer: C. Because all humans are created equal, all persons possess the right to have their petitions to Congress accepted and given meaningful consideration.

Andrew Jackson's Veto of the National Bank

Review Questions

1. Andrew Jackson justified vetoing the bill to recharter the Bank of the United States for all the following reasons except

Answer: A. the Jacksonians believed the bank contributed to U.S. intervention in the War of 1812 and other wars

2. Which of the following presents the events of the "Bank Wars" in the correct chronological order from earliest to most recent?

Answer: A. *McCulloch v. Maryland*, Jackson vetoes the bill rechartering the Second Bank, Biddle calls in loans, Jackson recommends moving government funds to pet banks

3. During the Bank War, Nicholas Biddle was

Answer: C. the president of the Bank of the United States, who wanted its charter renewed

4. The Panic of 1819 was a turning point in U.S. economic history because

Answer: C. it demonstrated to "hard currency" supporters that only gold- and silver-backed currency would maintain a viable economy, giving credence to Jackson's beliefs about the national bank in the 1830s

5. Despite being a member of the Republican Party, which of the following presidents signed the renewal charter of the Bank of the United States in 1816?

Answer: B. James Madison

6. Opponents of the Bank of the United States argued against it for all the following reasons except

Answer: D. farmers were guaranteed necessary loans from the Bank

7. The destruction of the Bank of the United States led to

Answer: C. the end of central banking in the United States until the creation of the Federal Reserve

Free Response Questions

1. Explain Andrew Jackson's decision to veto the Second Bank of the United States.

Answer: Jackson used economic and constitutional reasons; for example, that the Bank was an instrument of the elite to control popular government and did not help ordinary citizens, the main

group Jackson represented. Also, Jackson believed the Bank was unconstitutional, although the Supreme Court declared it constitutional in McCulloch v. Maryland. Moreover, he was concerned that the bank protected monopoly and that a portion of its stock was owned by foreign investors.

2. Explain why the Jacksonians opposed the Second Bank of the United States despite congressional efforts to make the institution more democratic.

Answer: Jacksonians continued to oppose the Second Bank because they believed that despite the reforms, the bank was still an engine of aristocracy and privilege of the moneyed classes, whereas ordinary people were still too poor to invest in bank shares and were generally unable to secure loans from the bank.

AP Practice Questions

1. A major difference between Andrew Jackson and Henry Clay in their arguments regarding the Bank of the United States concerned

Answer: B. the constitutionality of the bank

2. In vetoing the recharter of the Bank of the United States, Andrew Jackson expressed his disapproval of which Supreme Court decision?

Answer: C. *McCulloch v. Maryland*

3. Which of the following best describes the motivation for the event described in the excerpts?

Answer: A. A disagreement over the proper interpretation and use of the president's veto power

POINT-COUNTERPOINT

Is the Concurrent Majority Theory Faithful to the Ideals of the Constitution?

Handout A: Point-Counterpoint Graphic Organizer

Claim A	Issue on the Table	Claim B
Summarize this argument in one sentence, using your own words: Answer: John C. Calhoun's concurrent majority theory agreed with the Founders' ideas of protection from tyranny by the majority and even mirrored Thomas Jefferson's "compact theory." Select and record the sentence or sentences that best demonstrate the historian's argument: Answer: Calhoun's political theory of concurrent majority was a framework responsive to the framers' general fear of tyrannical government, populism, and oppression of minority rights in a national Union.	**Was John C. Calhoun's concurrent majority theory rooted in the political theory of the Founding or did it diverge from it?** Compare the two arguments. To what extent do these claims support or oppose each other? Answer: The authors both agree that Calhoun's idea with his concurrent majority theory was to protect minority voices (namely, slaveholders) from being overpowered; however they differ in how aligned with the Constitution and the Founders his plan was.	Summarize this argument in one sentence, using your own words: Answer: Calhoun's concurrent majority theory did not support the ideas of the Founders, who had designed the Constitution to balance majority and minority voices. Select and record the sentence or sentences that best demonstrate the historian's argument: Answer: Calhoun argued that his political theory was faithful to the Constitution. In fact, however, his theory diverged in important ways from the Constitution, the intentions of its framers, and the ideals of the American Revolution.

Which argument do you find more convincing? Explain what evidence led you to this point of view.
Answer: Students may agree with Historian A or B but should support their opinion with specific evidence from whichever essay they choose.

List at least two primary sources that would provide additional context to help you evaluate the arguments presented in this Point-Counterpoint.
Answer: Answers may include: *Federalist Papers* No. 10 and No. 51 to show how they conflict with Calhoun's ideas, *The Fort Hill Address* (1831), *A Disquisition on Government* (1851), *A Discourse on the Constitution* (1851), and the "On the Revenue Collection (Force) Bill, February 15-16, 1833" speech by Calhoun.

Explain how this debate highlights how interpretations of the Constitution have affected American values, politics, and society.

Answer: This point-counterpoint explains the growing tension between the leading political parties of the time and the role the federal government should play when making decisions about the future of the country. This tension is highlighted by arguments about slavery as a necessary evil vs. a positive good, slavery's place in the Constitution, and whether states should be allowed to nullify federal laws they decide are not constitutional.

PRIMARY SOURCES

John C. Calhoun, South Carolina Exposition and Protest, 1828

Sourcing Questions

1. What event provoked the *South Carolina Exposition and Protest*?

Answer: Enactment of the Tariff of 1828.

2. Who wrote the *South Carolina Exposition and Protest*?

Answer: John Quincy Adams's vice president, John C. Calhoun, wrote the *South Carolina Exposition and Protest*.

3. Why did he write the document anonymously?

Answer: Calhoun wrote the document anonymously because it would have been awkward and politically unwise for the sitting vice president to publicly protest a law that Congress had passed and the sitting president had signed.

4. Who was the intended audience for the document?

Answer: The audience was, first, the South Carolina legislature and the people of South Carolina, perhaps followed by the U.S. Senate and southern voters on a larger scale.

Comprehension Questions

1. According to this argument, the Tariff of 1828 was unconstitutional because of its purpose. What is the difference between a tariff whose purpose is to raise revenue to pay for public expenses, and a tariff whose purpose is to protect domestic industry from foreign competition?

Answer: Raising revenue is necessary to pay legitimate expenses. The South Carolina's argument is that the tariff's real purpose was to benefit U.S. industry at the expense of other elements of the economy.

2. In this passage, what power does the author maintain that state governments have?

Answer: States have the right to reject federal laws they determine to be unconstitutional. By implication, the state is empowered to call a convention to determine the constitutionality of a federal law, declare it invalid, or nullify it, and refuse to apply it.

3. How did the South Carolina legislature convey its message to the U.S. Congress?

Answer: They submitted their protest to the U.S. Senate through their senators, William Smith and Robert Y. Hayne.

4. According to this passage, do the people of South Carolina believe Congress's enactment of the Tariff of 1828 failed to accomplish what the people needed, or that Congress was exercising more power than the Constitution allows?

Answer: They believed Congress was exercising more power than the Constitution allows

5. Why might the people of South Carolina have objected to a law that protects domestic industry from foreign competition?

Answer: The tariff law was objectionable because, in protecting northern industry from foreign competition, the law also disadvantaged the people of the South, where there were few industries, and who depended on foreign trade.

6. In what ways does the author explain that South Carolina's economic situation was unique?

Answer: The author refers to South Carolina's climate, dependence on agriculture, and the belief that slave labor was absolutely essential to survival of the state.

7. To what extent is this statement a vague threat of secession?

Answer: It hints at secession in referring to South Carolina's desire to preserve and perpetuate the union, while at the same time calling it their duty to resist any threats to the "true spirit of the Constitution."

Historical Reasoning Questions

1. Article 1, Section 8, Clause 1 provides the taxing power to Congress: "The Congress shall have Power To lay and collect Taxes, Duties, Imposts and Excises, to pay the Debts and provide for the common Defence and general Welfare of the United States; but all Duties, Imposts and Excises shall be uniform throughout the United States." For what purpose is Congress permitted to impose taxes?

Answer: The purpose of collecting these taxes must be "to pay the Debts and provide for the common Defence and general Welfare of the United States."

2. Name some specific principles the author may have had in mind in writing that the tariff law is a "violation of these fundamental principles."

Answer: Limited government; division of government powers into a federal system with some powers delegated to the national government and all others reserved to the states; republicanism (faithfully representing the interests of their constituents).

3. What does the author mean by the "true spirit of the Constitution?"

Answer: The author may have been referring to the constitutional principles of limited government, the principle that agricultural interests should not be made to suffer due to laws favorable to manufacturing, and the protections of slaveholders' right to control their property in human beings.

4. What action does the author of the *South Carolina Exposition and Protest* want his listeners to take?

Answer: Although this is not explicitly stated, it can be inferred that the author hopes to build up enough public opposition to the law that the U.S. Congress would repeal the Tariff of 1828.

David Walker, "An Appeal to the Coloured Citizens of the World," 1829

Sourcing Questions

1. Who was the intended audience of the pamphlet?

Answer: Walker intended for every African American man, woman, and child to read his pamphlet. He smuggled copies of his pamphlet to the South so enslaved men and women would be able to read it.

2. What other audience(s) might Walker have had in mind?

Answer: Although African Americans are Walker's primary audience, Walker makes it clear in portions of his pamphlet that he understands copies will fall into the hands of white slaveholders. At times, he pleads with them to repent for the sin of slavery.

3. What distinguished Walker's approach to the process of ending slavery from the standard approach at the time?

Answer: Unlike most abolitionists, who favored a gradual ending of slavery, Walker encouraged free and enslaved African Americans to unite to bring about its violent overthrow.

Comprehension Questions

1. What are Walker's expectations of his audience?

Answer: Walker expects every individual of African descent to procure a copy of his pamphlet so they might understand they must no longer allow the cruelties of slavery to continue, and they must be willing to bring about an immediate end to slavery.

2. Why would Walker suggest that some of the members of his audience would need to have others read the pamphlet to them? Why would the pamphlet be "designed more particularly for them"?

Answer: Walker recognizes that a majority of his enslaved audience is illiterate and therefore unable to read his pamphlet. Although he addresses his pamphlet to people of African descent around the world, he is particularly desperate to reach his enslaved readers because he wants them to understand the ways in which whites oppress them, so the enslaved readers might realize they need to bring an end to slavery as soon as possible.

3. What does Walker say will be the ultimate solution to the problem of slavery? What must enslaved people do in preparation for that solution?

Answer: Walker believes that God will ultimately lead African Americans out of slavery. His allusion to the Pharaoh and the "children of Israel" draws a parallel to the biblical story of Exodus and implies he is confident God will once again lead a people from their enslavement. However, he warns his readers that God will not lead them to freedom unless they comprehend the miserable conditions in which they are living and are thus willing to escape.

4. What does Walker mean when he writes, ". . . the day they do it they are gone"?

Answer: Walker is suggesting that any further oppression by white citizens would lead to the start of a slave rebellion. Although he addresses this statement to his African American readers as a call for unity, Walker knew white slaveholders would read his pamphlet, and he wants his words to serve as a warning to them.

5. According to Walker, how do African American slaves differ from other groups? How might this difference have instilled a sense of identity in the minds of Walker's readers?

Answer: Walker suggests that of all groups that have been mistreated throughout history, only African Americans are viewed by their oppressors as inhuman "brutes." By convincing them that no group of people has ever endured such oppression, Walker allows his readers to realize they are united in their suffering, and they can work together to overcome it.

6. Why does Walker describe the odd juxtaposition of two articles in a newspaper? What does he see as ironic about this juxtaposition?

Answer: By presenting this juxtaposition, Walker aims to make his readers aware of the hypocrisy that existed in American society. That white journalists could criticize the barbarity of the Ottoman Empire while simultaneously condoning slavery was truly ironic to Walker, as it should be to any reader.

7. To whom is Walker referring to as "they"?

Answer: Walker is referring to white people.

8. How does Walker use religious principles to make his audience aware of their unjust treatment?

Answer: As a devout Christian, Walker draws connections to the faith he shared with many of his readers, so they might better understand their dire circumstances. He reminds his readers that they are men, just as their white slaveholders are. He reasons that the enslaved workers and their slaveholders are thus united in their subservience to the same master—Jesus Christ. Thus, the slaveholders have no right to call themselves masters over their enslaved workers.

9. Why might Walker have decided to include a quote from former President Jefferson in his pamphlet?

Answer: By including Jefferson's quote, which suggests whites are physically and intellectually superior to blacks, Walker aims to show how deeply racist ideology was engrained in society. If one of the nation's most respected former presidents could make such an assertion, then clearly, many people would accept Jefferson's assertion as fact.

10. What is the "great work" that Walker expected his readers to accomplish?

Answer: Walker expects his African American audience to prove to the world that they, too, are human beings—an idea with which many whites at the time would have found fault.

11. Why does Walker believe in the importance of education and religion? Which group does he believe may have been particularly reluctant to embrace education and religion?

Answer: Walker asserts that enslaved and free African Americans cannot accomplish the "great work" if they remained uneducated and irreligious. According to Walker, they need to understand the injustice of their society and realize that God could lead them out of their misery. Walker further suggests, "the ignorant ones among us" (i.e., white children) should be enlightened to the injustice of slavery, even if they scoff and do not want to listen, because even though ignorant and dismissive, they are still human brethren.

12. How does Walker use his anecdote about the "pretended preacher" to point out the hypocrisy of religious officials and slaveholders?

Answer: Walker's anecdote tells of a reverend who preaches to African American enslaved workers that they must be subservient to their white masters. By using this anecdote, Walker presents an example of what he later refers to as the "mockery of religion" in the United States. As Walker saw it, the practice of slavery ran counter to the principles of Christianity.

13. What does Walker suggest might happen if white Americans do not repent for the sin of slavery?

Answer: Walker's anecdote tells of a reverend who preaches to African American enslaved workers that they must be subservient to their white masters. By using this anecdote, Walker presents an example of what he later refers to as the "mockery of religion" in the United States. As Walker saw it, the practice of slavery ran counter to the principles of Christianity.

Historical Reasoning Questions

1. In the first half of the nineteenth century, enslaved and free blacks created communities and strategies to protect their dignity. In which communities did Walker develop a sense of dignity, and what strategies did he use to pass that dignity on to his primary audience?

Answer: Even though he was never enslaved, Walker lived his entire life in a society in which racism was common. In Boston, he found a community of individuals who were just as opposed to slavery and racism as he was. As a member of this abolitionist community, Walker found the courage to publish his pamphlet. By smuggling this pamphlet to African Americans who continued to endure slavery and racism in the South, Walker aimed to provide them with the same sense of dignity he had developed over time.

Webster-Hayne Debates, 1830

Sourcing Questions

1. Who were the speakers in these documents? What were their respective backgrounds?

Answer: The speakers were Robert Hayne and Daniel Webster. Both were accomplished statesmen with long careers in public service. Hayne was a senator from South Carolina and a proponent of

states' rights. Webster was a senator from Massachusetts and a proponent of a strong national government.

2. What was the context for these speeches made to the Senate in 1830?

Answer: The context for these speeches was debate in the U.S. Senate on the proposed sales of western lands. Hayne and other southerners feared that senators from the industrial northeast sought to increase the power of the federal government at the expense of the states by the sale of western lands.

Comprehension Questions

1. According to Hayne, who are the true friends of the Union? Who are its enemies?

Answer: Friends of the Union are those who confined the federal government's powers to those strictly given in the Constitution. Enemies of the Union are those who seek to expand the federal government's powers at the expense of the states.

2. According to Webster, to what extent does the South Carolina Doctrine [nullification] measure up to the true principles of the Constitution?

Answer: Webster declares that no state can interfere with or stop the General Government (central government), so the concept of nullification put forth in the South Carolina Doctrine is moot.

3. In this passage, what document does Webster allude to? What are the main criticisms of this document?

Answer: Webster alludes to the Articles of Confederation. The Articles were found to be unworkable because the central government had too little power, and the states were sovereign.

4. What process does Webster allude to by saying the people "shall alter it"?

Answer: Webster alludes to the amendment process.

5. What event does Webster foreshadow in this passage?

Answer: Webster foreshadows a civil war.

6. According to Hayne, what did states agree to when they ratified the Constitution?

Answer: The states entered into an agreement to share power with the federal government, and that the federal government would not abuse its powers or stretch its powers beyond the stated limits.

7. Under what circumstances would the Union not be worth preserving, according to Hayne?

Answer: The Union would not be worth preserving if the central "consolidated" government swallowed up the rights of the states. In essence, it would not be worth saving if the government became too powerful and abused the common man, whom Webster called "plundered ploughman and beggared yeomanry."

Historical Reasoning Questions

1. Compare the two authors' arguments. To what extent do these points of view support or oppose each other?

Answer: Both speakers refer in their arguments to the importance of interpreting the Constitution. Webster stresses the role of the people of the states and that the Union was the creation of the people. Hayne says the Union rested on an agreement between the states and the federal government was an instrument of that agreement, not a party to it. Ominously, both speakers allude to a civil war.

2. Which argument do you find more convincing? Explain how the author's use of evidence led you to this point of view.

Answer: Student response may vary, but should support their opinion with specific evidence from whichever essay they choose.

3. Explain how this debate highlights how beliefs about the powers of the federal government differ.

Answer: The crux of the debate between Hayne and Webster is over the power of the central government. Going back to the debates over the Articles of Confederation and ratifying the Constitution, politicians have argued over who should hold the most power—states or the national government. This split also formed the basis for the first political parties and came to a head with the Virginia and Kentucky Resolutions in the Adams administration, a precursor to the nullification concept addressed in the South Carolina doctrine in these sources. In the coming decades, the argument over states' rights would ultimately come to a head with the Civil War.

Indian Removal Act, 1830, and Cherokee Chief John Ross's Memorial and Protest to Congress, 1836

Sourcing Questions

1. Who wrote these documents?

Answer: The U.S. Congress wrote the Indian Removal Act of 1830 and Chief John Ross wrote *Memorial and Protest of the Cherokee Nation*.

2. Why were these documents written?

Answer: Congress created the Indian Removal Act to create a policy for removing American Indians from states east of the Mississippi. Chief John Ross wrote his message to protest the Treaty of New Echota.

Comprehension Questions

1. Who was granted the ability to create districts for Indians to move west of the Mississippi?

Answer: Congress granted the president the ability to create districts west of the Mississippi.

2. What guarantees were made for the American Indians and their new land?

Answer: Congress granted the president the power to forever guarantee the new districts to the American Indians.

3. How long would the U.S. government grant aid to the American Indians after their removal?

Answer: The U.S. government would grant American Indians aid for one year after their removal.

4. Who would have authority over the American Indians in the new area to which they moved?

Answer: The president would have authority over the American Indians in their new area.

5. How much money did Congress appropriate for this bill?

Answer: Congress appropriated $500,000 for this bill.

6. According to the author, what had the U.S. government pledged to the Cherokee?

Answer: The U.S. government pledged to the Cherokee that whites would not infringe on their land.

7. According to the author, what was the initial relationship between the Cherokee and the American citizen? How did that change?

Answer: Initially, the Cherokee were taught to "think and feel" like American citizens. Eventually, the Americans turned their backs on their wards and sent them to live in the wilderness to return to a "savage" state.

8. How many Cherokee people protested against the Treaty of New Echota?

Answer: Fifteen thousand Cherokee people protested against the Treaty of New Echota.

Historical Reasoning Questions

1. Do you agree with Jackson that the Indian Removal Policy was a generous act toward the American Indian tribes? Explain your answer.

Answer: Students can argue that given the racist attitudes many whites held at the time toward American Indians, it was beneficial for the Indian tribes to move away for their safety. Other students can argue that the policy was not generous to the American Indians because it was designed to drive them off their homeland for whites to then occupy.

2. In his message to Congress, Chief John Ross stated the Cherokee people made rapid advances in civilization, morals, and culture by mimicking American citizens. What do you think constitutes the definition of a "civilized people"?

Answer: Students can argue there is no objective definition of what a "civilized people" looks like. Others may argue that there are definitive cultural and moral achievements that must be met for a people to be considered civilized. If so, they should list examples.

Andrew Jackson, Bank Veto Message, 1832

Sourcing Questions

1. What were two complaints against the Second Bank of the United States?

Answer: Some argued the bank created an aristocracy that undermined the interests of the common man. Advocates of "soft money" disliked that the bank limited the amount of currency in circulation.

2. Why did Jackson oppose the Second Bank of the United States?

Answer: Jackson believed the bank set a dangerous precedent for an overreach of federal powers.

Comprehension Questions

1. Why did Jackson veto this bill re-authorizing the bank?

Answer: Jackson believed the bank's powers and privileges were unconstitutional, "subversive of the rights of the States," and dangerous to the people.

2. Why does Jackson think precedent alone is a dangerous way to settle controversies?

Answer: Jackson thinks precedent is only relevant when it is in agreement with the beliefs of the states and the people.

3. Who does Jackson think should interpret the Constitution?

Answer: Jackson believes the three branches (i.e., Congress, Executive, and Court) must each interpret the Constitution. No one branch should dominate.

4. According to this passage, what does Jackson think the bank was doing?

Answer: Jackson believes the bank is allowing the rich to grow richer and create an aristocracy that is able to secure favors for itself. This widens the gap between "natural" distinctions in society at the expense of the "humble members" of society, such as farmers, mechanics, laborers.

Historical Reasoning Questions

1. In what ways does this veto message support Jackson's epithet as the "President of the Common Man?"

Answer: In the last paragraph of the excerpt, Jackson clearly articulates that the bank benefits the wealthy by creating an aristocracy that can secure favors for itself at the expense of the common or humble man. This passage reveals Jackson's distrust of aristocratic privilege.

2. In his veto message, Jackson argued that the three branches of government must each interpret the Constitution independently. How did this reasoning apply to his rationale for his veto?

Answer: Jackson criticized the idea that just because the Court thought the bank was constitutional (through precedent), it did not mean he, as the Executive, was required to recharter the institution. As the Executive, and a separate branch of government, he could think the bank unconstitutional and act on that opinion—not by challenging the Court or defying its ruling, but by vetoing the bill to charter the bank.

Alexis de Tocqueville, *Democracy in America*, 1835

Sourcing Questions

1. What motivated the visit of Tocqueville and Beaumont to America?

Answer: They were motivated by their belief that the era of monarchy and aristocracy was coming to an end, and they intended to learn all they could about the United States to inform the direction of change in France.

2. What is the enduring significance of Tocqueville's *Democracy in America*?

Answer: *Democracy in America* remains significant because it helps Americans understand themselves and their history.

Comprehension Questions

1. What does Tocqueville mean by "germs of aristocracy"?

Answer: By "germs of aristocracy," Tocqueville means the seeds or beginning of aristocracy.

2. According to Tocqueville, why are there "so few ignorant and at the same time so few learned individuals"?

Answer: Tocqueville notes that it is possible for every man to get a basic education because "almost all Americans are in easy circumstances." However, because "there are but few wealthy persons," it is necessary for almost all men to go to work at around age fifteen years.

3. What does it mean to "enter upon their calling"? What did this mean for "general education" in America?

Answer: To "enter upon their calling" means to begin to work for a living. This meant that "general education," or liberal arts education, largely stopped at age fifteen years and all education had a practical or vocational purpose.

4. According to Tocqueville, what were the consequences of Americans pursuing vocational education at age 15 years?

Answer: According to Tocqueville, the consequences of pursing vocational education at the expense of "general education" were that no class in the United States valued intellectualism and that Americans saw each other more equally than did their contemporaries in Europe, who he implied placed greater value on "the labors of intellect."

5. According to Tocqueville, in a nation characterized by democracy, which of two important goals, liberty or equality, takes precedence?

Answer: Equality takes precedence over liberty.

6. According to Tocqueville, how can citizens who are equal to one another resist abuses by the powerful to protect their liberty?

Answer: Citizens can join together to resist abuses and protect their liberty.

7. What factors enabled Anglo-Americans to "escape the dominion of absolute power" and "maintain the sovereignty of the people"?

Answer: Anglo-Americans' circumstances, origin, intelligence, and especially their morals enabled them to avoid absolute power and maintain sovereignty of the people.

Historical Reasoning Questions

1. In the passage provided, how did Tocqueville see the effects of Americans' "general equality of condition" in civil society and politics?

Answer: The value Americans place on equality could be seen in their approach to education and attaining wealth. Vocational or practical educational is valued over general or liberal arts education, which leads to equal opportunity to gain wealth. This leads men to see each other more equally than what Tocqueville was used to in France. Politically, this emphasis on equality means Americans must ban together to protect their liberty and avoid abuses of power.

2. Who was not included in this condition of general equality during Tocqueville's time?

Answer: The condition of equality that Tocqueville describes—including social, economic, and political equality—applies to white men. Women and African Americans are largely excluded from this condition.

3. To what extent is American society still characterized by equality? Do you think the definition of equality has changed since Tocqueville's time? Do you think American society and politics are still characterized by a "general equality of condition among the people"? Explain.

Answer: Student answers will vary but should be supported with evidence.

Jedediah Burchard, Revivalist Sermon, 1835

Sourcing Questions

1. Who gave this sermon?

Answer: Jedediah Burchard gave this sermon.

2. Where was this sermon likely given?

Answer: This sermon was likely given outdoors at a camp meeting in the northeastern part of the United States.

3. What sects of Christianity did revivalist preachers generally adhere to?

Answer: Revivalist preachers were generally Methodists, Baptists, or Presbyterians.

Comprehension Questions

1. According to Burchard, how does the church he is preaching to compare with other congregations?

Answer: Burchard states that many in the church are "cold," just like at other churches he had visited.

2. According to Burchard, how does God view "lukewarm" Christians?

Answer: Burchard states God has no use for lukewarm Christians because they are neither unbelievers nor true believers.

3. Summarize the comparison made between Henry, reflecting on ending his life of piracy, and an individual proclaiming faith.

Answer: Burchard preaches that Henry contemplating whether to stop pirating would be equivalent to a human hesitating over whether to accept Christ as his or her savior. He argues it should be just as self-evident to proclaim faith as it is to stop murdering.

4. Why does Burchard not want his congregation to contemplate the Bible and pray? What does he encourage them to do instead?

Answer: The minister fears contemplating the Bible would distract the mind and lead to a loss of emotion. Instead, he encourages the congregation to fasten their mind to a few key principles of Christianity to not lose focus.

5. According to Burchard, what needs to occur before a religious revival can take place?

Answer: He states the congregation needs a determination to exercise faith for a religious revival to take place.

6. What is the purpose of the "anxious seats?"

Answer: The anxious seats are designed to be a place where individuals could better feel and thus more easily give themselves up to Christ.

Historical Reasoning Questions

1. In addition to emphasizing an emotionally charged faith, preachers during the Second Great Awakening also encouraged their congregations to make changes to remove sin from their lives. What social movements occurred during the early and mid-nineteenth centuries that were a reflection of this mindset?

Answer: Students can note movements in support of abolitionism, temperance, women's rights, public schools, improved treatment of the poor, better prisons, and the treatment of mental health as examples of social movements that grew during this time.

2. Listen to an historical reenactor give this sermon (https://www.youtube.com/embed/WYHSTGcBY6c) online. How does the actor's delivery of the sermon typify the preaching of revivalist ministers during the Second Great Awakening?

Answer: Burchard's sermon is characterized by colorful language and emotion. Unlike traditional preaching, he is not scholarly but attempts to connect to his audience's feelings and personal experiences. He calls sinners forward to the "anxious seats" and even kneels on the bench himself.

3. Consider the preaching style that revivalist preachers used and compare it with a traditional church service that centers around ritual and not individual emotion. What are some potential benefits and drawbacks to each?

Answer: For traditional services, students may state value could be found in a group worshipping together in an established way. A potential drawback could be that the rituals become repetitive, mundane, and lose their purpose. For the revivalist movement, a potential benefit could be the members of the congregation are able to proclaim their faith in their own unique way. A potential drawback could be the dangers of using emotion to find faith, because human feelings fluctuate frequently and are not always subject to reason or logic.

Sarah M. Grimké, Letters on the Equality of the Sexes and Condition of Women, 1837

Sourcing Questions

1. Who wrote this document?

Answer: Sarah Grimké wrote this document.

2. Why did the author become involved in the women's rights movement?

Answer: Grimké and her sister were condemned by some male abolitionists for stepping outside of what was traditionally viewed as their place as women. This led the sisters to also champion women's rights as well as abolitionism.

3. Who was this letter addressed to? What might this person have in common with the author?

Answer: Grimké addressed this letter to Mary Parker, the president of the Boston Female Anti-Slavery Society. Parker and Grimké were both abolitionists.

Comprehension Questions

1. According to Grimké, what is one of the greatest obstacles to improving and elevating women?

Answer: Grimké argues that law that destroys women's independence and individuality is one of the greatest obstacles to improving women.

2. According to Grimké, why are women counted politically?

Answer: Grimké states that women are counted politically only to increase the number of lawmakers, not for the benefit of women.

3. What comparisons does Grimké make between women and slaves? Given her audience, why would she do this?

Answer: Grimké argues women are like slaves in that their total existence is controlled by their masters (i.e., men). She is writing to the president of the Boston Female Anti-Slavery Society, so she is making connections between the cause of her audience and her own.

4. Who are the "kind defenders" Grimke refers to? What did these individuals do to convince women of their place?

Answer: The "kind defenders" are men. Grimké uses this phrase ironically. She states men had persuaded women they had no right to investigate laws and would be unable to understand the laws even if they did.

5. Why does Grimké argue that men were unworthy to be trusted with power over women?

Answer: Grimké argues that men are subject to outbursts of passions, just like women, and, therefore, should not be trusted with power.

6. What does Grimké argue is the result of making women inferior to their husbands by civil law?

Answer: Grimké states that making women inferior degrades them and teaches them to look to men for protection and happiness.

Historical Reasoning Questions

1. What aspects of republicanism does Grimké raise in her letter, either directly or indirectly, that she believes are not being upheld for women?

Answer: Grimké refers to women not having a voice in the political system (self-government), lacking the ability to check men's power (separation of powers, checks and balances), and not owning the fruits of her labor (property rights).

2. The Grimké sisters were very controversial figures for their time. Many abolitionists and feminists believed they were hurting the antislavery and women's rights causes by lecturing and speaking in public on political issues, something that the American public overwhelmingly viewed as for men alone. Do you think the Grimké sisters would have been more effective in promoting their message by being less controversial? Explain your answer.

Answer: Students can argue that the Grimkés were effective by being controversial and gaining the attention of the public. Others can argue that the sisters would have been more effective by working

within the confines of what was appropriate at the time. By doing so, they would be less likely to offend their audience.

Ralph Waldo Emerson, "The American Scholar," 1837

Sourcing Questions

1. Who wrote this speech and who was the intended audience for this document?

Answer: Emerson's intended audience was the faculty and students who attended his lecture at Harvard University. However, once the speech was published, Emerson intended for it to be read by the general public.

2. How well established was the transcendentalist movement at the time this speech was given?

Answer: The transcendentalist movement had been in existence for about a decade at the time of Emerson's speech.

Comprehension Questions

1. According to Emerson, what is the most important influence on the mind?

Answer: According to Emerson, nature is the most important influence on the mind.

2. What parallel does Emerson see between the human spirit and nature?

Answer: Emerson suggests that both nature and the human spirit have a "circular power"—each has no end and no beginning.

3. Describe Emerson's opinion of the state of American academia in 1837.

Answer: Emerson believes Americans rely too heavily on the findings of European scholars and that the European influence on academia has made American scholars unable to realize their full potential.

4. What is the "remedy" that Emerson prescribes to cure the illness afflicting American academia? How is this remedy in line with transcendentalist principles?

Answer: Emerson's remedy is a realization among American scholars that, if they use their own ability to make sense of the world around them, they will learn a great deal that they would be able to share with the rest of the world. Transcendentalists believed in subjective intuition, which Emerson echoes in his insistence that American scholars use their instincts.

5. What does Emerson conclude that American scholars must do to improve the human condition?

Answer: Emerson concludes that American scholars must draw on their understanding of nature and God (the "Divine Soul") to learn about the world, and they must have the confidence to share their findings with an international audience. Doing so would enable the United States to be perceived equal to Europe in terms of its culture and knowledge ("We will walk on our own two feet...")

Historical Reasoning Questions

1. When describing his vision of the American scholar, Emerson frequently refers to men. What does the general absence of women throughout the document suggest about the status of women in American society during the 1830s?

Answer: At the time that Emerson delivered his speech, few colleges admitted women. The general consensus was that women were intellectually inferior and incapable of making significant contributions to scholarship. This was ironic because women were simultaneously lauded as being capable of the kind of rational and moral thought that was needed to raise children, but not for formal study.

2. Emerson's lecture to the Phi Beta Kappa Society of Harvard College marked a defining moment in his career and a pivotal moment in the history of American intellectualism. Why was this so?

Answer: This speech was widely read by the American public, and it reinforced Emerson's place at the center of the transcendentalist movement. Furthermore, it became a rallying cry for U.S. academia. It gave U.S. scholars the confidence to approach the acquisition of knowledge from a new angle and share their findings with other scholars in the United States and abroad.

John C. Calhoun, "Slavery as a Positive Good," 1837

Sourcing Questions

1. Why did white southerners provide a new defense of slavery in the 1830s?

Answer: White southerners were responding to increased attacks on their society by abolitionists like Williams Lloyd Garrison, who were growing increasingly vocal and strident in their attacks on slavery and the South; Nat Turner's Rebellion, which terrified southerners; and the expansion of slavery alongside the lucrative expansion of cotton.

2. What central arguments did Calhoun use to frame his defense of slavery?

Answer: Calhoun argued that slavery was a "positive good," that it was constitutionally sound because states had the right to preserve slavery, and that it was a more humane way to organize labor than the wage labor used in industrial cities in the northern United States and Europe.

Comprehension Questions

1. Who is the "we" Calhoun refers to?

Answer: "We" refers to southerners, and specifically southern slaveholders.

2. What tone does Calhoun set here for the argument that will follow?

Answer: Calhoun sets a combative tone for his argument by resolving to fight back and not give an inch of ground to those he opposed.

3. How does Calhoun interpret Congress's authority on the question of slavery?

Answer: Calhoun thinks regulating slavery is completely beyond the jurisdiction of Congress.

4. How does Calhoun view the consequences of the Force Bill?

Answer: Calhoun thinks the Force Bill will lead to out-of-control, unlimited powers for the federal government.

5. To whom is Calhoun referring with the phrase "fanatical portion of society"? According to Calhoun, what influence will these fanatics have?

Answer: Calhoun refers to abolitionists like William Lloyd Garrison. From Calhoun's perspective, Garrison and those like him are fanatics and they would expand their influence over "the ignorant, weak, young, thoughtless" people who ultimately would agree with them that slavery is sin and must be abolished—and the government should do something about it.

6. What does Calhoun see as the inevitable end of a spreading spirit of abolitionism in the United States?

Answer: Calhoun predicts that the North and South will split into two separate nations.

7. What argument does Calhoun cite to support his assertion that slavery has been a "good" for African Americans?

Answer: Calhoun asserts that slavery is "good" for Africans because they had never before been more "civilized" and "morally, physically, and intellectually improved" than as American slaves.

8. What does Calhoun argue to be economically inevitable in a wealthy, civilized society?

Answer: Calhoun asserts it is economically inevitable that one class of people will exploit the labor of another for economic gain.

9. How does Calhoun characterize the working and living conditions of American enslaved persons?

Answer: Calhoun characterizes the working conditions of slaves by saying they are treated as the children of their masters and cared for even when they become unproductive due to illness or old age.

10. How does Calhoun use European wage laborers as support for his assertions about American slaves?

Answer: Calhoun uses European free labor as support for his assertions about American enslaved persons by writing that unproductive workers are cast aside without any regard for their well-being. He argues that the poorhouses in Europe are more inhumane than slave quarters on plantations.

11. From what dangerous conflict does the slave system insulate the South, according to Calhoun?

Answer: According to Calhoun, slavery insulates the South from the conflict between those who hold and use capital, and those who provide labor.

Historical Reasoning Questions

1. In what ways does Calhoun use legal arguments to defend the idea that Congress cannot interfere in the institution of slavery?

Answer: Students should cite Calhoun's arguments in favor of states' rights and limited government. They may also cite his specific arguments against a force doctrine. They may also discuss that southern states are unwilling to accept abolition being put into law, under the threat of secession.

2. How does Calhoun go beyond the traditional legal defenses of slavery and attempt to convince the audience that slavery is, indeed, good for all involved?

Answer: Students should cite Calhoun's white supremacist arguments that the slave experience is a greater expression of civilization than exists in free Central African nations. Calhoun makes the case that exposure to Europeans has improved the African in many ways. They should also cite his economic argument. Calhoun makes the case that slaves do not work as hard as European laborers do under capitalism. He also claims slaves are treated better and provided for by their masters when they are no longer able to work due to sickness or old age. He again claims these conditions are better than the poorhouses of Europe.

Dorothea Dix, Memorial to the Legislation of Massachusetts, 1843

Sourcing Questions

1. Who wrote this document?

Answer: Dorothea Dix wrote this document.

2. Why was it written?

Answer: She wrote this memorial to document the living conditions of the mentally ill in Massachusetts and to ask the state legislature for aid in improving their circumstances.

Comprehension Questions

1. What places did Dix visit to record the treatment of the mentally ill?

Answer: Dix visited prisons and almshouses around the Boston metropolis.

2. According to Dix, what is the solution to the issues she listed in her memorial?

Answer: Dix calls for appropriate legislation to correct the issues she lists.

3. Why does Dix believe she is "inflicting pain" on the legislators? Why does she do it anyway?

Answer: Dix believes her description of horrors inflicted pain on the legislators, but it is necessary to show them the suffering they have the ability to fix.

4. What did Dix routinely witness in her travels throughout Massachusetts?

Answer: Dix saw the mentally ill "in cages, closets, cellars, stalls, pens. Chained, naked, beaten with rods, and lashed (whipped) into obedience!"

5. According to Dix, why are wardens and keepers generally not to blame for officers treating their mentally ill wards poorly?

Answer: Dix states that a lack of knowledge and skill is to blame for the poor treatment of the mentally ill rather than any failing on the part of the wardens and keepers. She also points out that prisons and almshouses were not created or designed to house mentally ill people, yet they are compelled by law to accept them if they arrived.

6. Why did the mistress of the jail reject this mentally ill woman's requests for employment and companionship?

Answer: The mistress of the jail stated she did not have time to fulfill the woman's requests.

7. What did Dix routinely witness in many of the places she visited?

Answer: Dix occasionally saw rods and whips used and frequently saw punches inflicted to enforce rules.

8. According to Dix, how should the legislators react after imagining themselves in the situation of a mentally ill person?

Answer: Dix states the legislators should first be grateful that they are sane and then work toward alleviating the conditions of the less fortunate.

9. Why did Dix end her Memorial with this reference to the Bible?

Answer: Dix referred to the Bible to appeal to the Christian morality of the legislators as well as reflect her own morality in taking up the cause of the mentally ill who could not advocate for themselves. In addition, her particular quotation is one in which Jesus challenged his listeners to use their talents for a greater good. In Dix's context, she challenged the legislators to use their talents (their ability to create laws) for the greater good of enforcing higher standards of care. By doing so, they would receive God's blessing or benediction.

Historical Reasoning Questions

1. In what ways is this statement a reflection of the general reform spirit of this time?

Answer: Dix argued that the issues with the treatment of the mentally ill did not usually come from poor ethical behavior but rather from a lack of education and skill. The reform spirit of the Jacksonian/Antebellum Era emphasized the ability of humans to overcome moral degradation through knowledge.

2. How did women's activity in promoting morality change from the Founding Era to the Jacksonian/Antebellum Era? In what ways does Memorial to the Legislature of Massachusetts reflect this change?

Answer: During the Founding Era, women were seen as responsible for educating children about morality and virtue in the household, as demonstrated in the concept of republican motherhood. In the Jacksonian/Antebellum Era, women like Dorothea Dix began to step outside of the domestic sphere and advocate for moral policies on a societal level. *Memorial to the Legislature of Massachusetts* reflected this change: Dix stated that she knew she was stepping outside of her

"sphere" as a woman by petitioning the legislature but argued she felt compelled by morality to do so.

Frederick Douglass, *Narrative of the Life of Frederick Douglass*, 1845

Sourcing Questions

1. Who wrote this document and why?

Answer: Frederick Douglass wrote this autobiography in 1845. His goal was to describe his firsthand experience of slavery to convince the public to support the abolitionist cause.

2. What effect would a slave narrative be designed to have on its audience?

Answer: They would help the reader empathize with the enslaved people and hopefully spur them to take action by supporting the cause of abolition.

3. Why did the author leave on a two-year speaking tour after publishing this autobiography?

Answer: Douglass went on a speaking tour to avoid capture by his former owner, whom he named in the autobiography. He also raised funds to purchase his freedom, because he had run away and, therefore, was still the property of his owner.

Comprehension Questions

1. Why does Douglass not know his exact age?

Answer: Records of slave births were not kept with any precision.

2. How do the details about Douglass's parents illustrate a system of abuse against enslaved women?

Answer: It is implied that his mother was sexually assaulted by the master of the plantation, or at least by another white man in a position of authority on the plantation.

3. How was Douglass's relationship with his mother shaped by the reality of slavery?

Answer: That he rarely saw his mother illustrates the inherent cruelty of slavery. The destruction of the mother-child relationship shows how enslaved people were systematically dehumanized. That his mother made an effort to see him at all—the late-night visits must have come at great hardship—illustrates the persistence of humanity even in the face of an effort to destroy it.

4. For what purpose does Douglass share memories of his aunt?

Answer: To describe the cruelty of slavery. Douglass's description of the vindictiveness and brutality of slave punishment helps the reader empathize with the plight of the enslaved.

5. Explain the three stages Douglass uses to drive home the suffering enslaved persons endured in their living situation.

Answer: He starts by describing how little time they had to sleep, because their work hours were long. He then describes how much of their rest time was taken up in doing necessary personal chores. He finishes by describing how bare, uncomfortable, and impersonal their bedding situation was.

6. What was the purpose of the songs sung by slaves in the field?

Answer: They were an expression of their misery; a defense mechanism to let out their misery in the only forum available to them.

7. How were slave songs misinterpreted by the slaveholders and others who heard them?

Answer: They were often cited as evidence that slaves were happy and content in their work.

8. How did his master deal with Douglass's uncooperative nature?

Answer: He sent him to a poor man named Covey to break Douglass's will and make him a more obedient slave.

9. What were the effects on Douglass's personality as a result of his time with Covey?

Answer: Covey was successful in breaking Douglass's spirit. Douglass claimed he felt as if he were a "brute."

10. What did Douglass decide to do differently this time when Covey seized him to administer physical punishment?

Answer: He decided to fight back.

11. What was the physical result of the altercation between Douglass and Covey?

Answer: Douglass bested him in the fight.

12. How did Covey treat Douglass differently after this incident?

Answer: He never again laid a hand on him. He would issue empty threats, but never act upon them.

13. How did the incident change Douglass spiritually?

Answer: He regained his sense of manhood. He resolved to never again allow himself to lose his humanity, even at the cost of death.

Historical Reasoning Questions

1. Why does the slave narrative go into so much detail in describing the day-to-day experience of slavery from the point of view of the enslaved? In what ways does it seek to change the reader's views on slavery?

Answer: This story was designed to remove any possibility of being neutral about the institution of slavery. The descriptions of being ripped from his mother, witnessing brutal punishments, enduring inhuman working and living conditions, and having his manhood taken from him with terrible cruelty seek to make the reader empathetic to the plight of the enslaved. Douglass hopes to recruit the reader to sympathize with the abolition movement, or at the very least to make it impossible to be neutral or supportive of slavery without understanding exactly what it is that they are making possible with their direct or indirect support.

2. What is the greater point Douglass is making about slavery in the Covey story?

Answer: Douglass makes clear the importance of the human spirit in this story. He describes how his freedom was earned in this fight with Covey. He was willing to risk all in this and gained all in his restored humanity. It demonstrates how the brutality of slavery is at least as much spiritual as it is physical. This narrative drives home the message that the power to end slavery is in the hands of the enslaved, and that if slavery is not ended through peaceful, lawful means, a violent alternative is always possible.

Art Analysis: The County Election by George Caleb Bingham, 1852

Sourcing Questions

1. Who painted The County Election and what is significant to note about his background?

Answer: George Caleb Bingham painted *The County Election*, and he was interested in politics. He was a Whig who held political appointments throughout his life.

2. Bingham completed this painting in 1852 but had it engraved in 1854 so copies could be made. How does changing the medium of this painting affect the audience?

Answer: As a print, the engraving could be easily shared and reach more people, whereas people would be likely to need to travel to see the painting and it would have a smaller audience.

Comprehension Questions

1. What is the focal point of this painting?

Answer: No one figure stands out, although there is more light cast on the men at the top of the stairs casting their vote.

2. Who is not represented in this painting? Why might that be?

Answer: There are no women in the crowd because women could not vote in most elections at this time. There is one African American in the scene in the bottom left, serving a drink to a large, seated man. Not only could African Americans not vote at this time but many were enslaved. Missouri, the artist's home state, had entered the union as a slave state.

3. Notice the way the various people in the crowd are dressed. What does this reveal about them?

Answer: Rich men as well as working men have gathered to cast their vote. Rich men (like the winning candidate) have fine clothes and shiny top hats. Working men are dressed more simply, with floppy hats.

4. List two details in the painting that provide evidence the artist thinks U.S. democracy is flawed.

Answer: Scenes that indicate that U.S. democracy is flawed include the drinking man in the left foreground, the unconscious man being brought up to the ballot box (potentially to vote), the man hanging his head in the right foreground, the two children playing dice in the foreground implies politics is just a game, an ironic interpretation of the "Union Hotel," and "The will of the people the supreme law" signs.

5. List two details in the painting that provide evidence the artist has a hopeful view of U.S. democracy.

Answer: Scenes that indicate the artist is hopeful about U.S. democracy include the blue sky, the three men in the right foreground having an orderly discussion, the size and energy of the crowd coming to vote, the signs on the buildings ("Union Hotel," "The will of the people the supreme law") being taken at face value, the man reading a newspaper in the right foreground.

Historical Reasoning Questions

1. What major events were going on in the country at the time this was painted?

Answer: By the 1820s, many states had dropped property restrictions as a voting requirement, allowing all white men to vote, and an expansion of the idea of democracy, though the details and timing varied greatly from state to state. Women were still denied the vote, as were African Americans. The nation was expanding westward, often at the expense of American Indians.

2. Do you think Bingham had a positive or negative view of U.S. democracy, based on this painting? Support your answer with evidence from the painting.

Answer: Accept reasoned answers supported by evidence from the painting.

LESSONS

Responses to the Cherokee Removal Mini DBQ

Handout A: Student Document Packet

Document 1: Declaration of Independence, July 4, 1776

1. What are the natural rights of man, with which they are endowed by their creator?

Answer: Life, liberty, the pursuit of happiness, and equality

2. What is the only source of legitimate power for a government?

Answer: Consent of the governed

3. What do people have the right to do if their government violates their natural rights?

Answer: Alter or abolish it

Document 2: President Andrew Jackson's Second Annual Message to Congress, December 6, 1830

1. What evidence does Jackson give to support the assertion that the tribes will agree to their own removal?

Answer: Two important tribes have already agreed, which should induce the others.

2. How does Jackson make the case that the American Indians will benefit from the move?

Answer: That they are going to a sparsely populated area they will have for themselves.

3. Explain the strategic advantage this move will have for the southern states, as stated by Jackson.

Answer: It will make the southwestern frontier stronger and provide a barrier to protect those states from invasion.

Document 3: Letter from the Representatives of the Religious Society of Friends to the Senate and House of Representatives, January 5, 1830

1. In what ways has the Society of Friends been involved in helping American Indians?

Answer: In encouraging "civilizing" of their cultures

2. What outcome do the Friends see as probable because of the relocation of the American Indians?

Answer: Their extinction

3. In what way is it predicted that the United States will have to pay for the injustice of this removal policy?

Answer: Divine retribution

4. How do the Society of Friends ask for the Indian removal policy to be stopped?

Answer: By an act of Congress

Document 4: Treaty with the Cherokee, 1835

1. Under what authority does the treaty claim to bind the Cherokee?

Answer: On the basis of an agreement in February between Chief Taylor and the government to create a treaty to settle the land issue

2. In the language of the treaty, what do the Cherokee agree to do, and how are they to be compensated?

Answer: Give up all lands east of the Mississippi River in exchange for $5 million

3. What state of affairs does this treaty establish between the Cherokee and the United States?

Answer: "Perpetual peace and friendship"

4. What additional promise do the Cherokee make in the language of the treaty for their new lands?

Answer: To not make war, and keep the peace in their new lands

Document 5: Letter from Chief John Ross to the Senate and House of Representatives September 28, 1836

1. What does Ross think of the New Echota treaty's authority?

Answer: That it is a fraud and was not made with the real representatives of the Cherokee

2. How does Ross say that the New Echota treaty violates the rights of the Cherokee?

Answer: It steals their private property, disenfranchises them, and removes their ability for a legal defense.

American Indians in American Art

Handout A: Student Worksheet

II. Exploration

More information on Catlin's works can be found at the following sites:

- https://artsandculture.google.com/entity/%2Fm%2F01p51h
- https://2.americanart.si.edu/exhibitions/online/catlinclassroom/index.html

Painting of Stu-mick-o-súcks (Buffalo Bull's Back Fat), a Blood chief, 1832 Answer: The sitter for this portrait is Stu-mick-o-*sú*cks (the buffalo bull's back fat; i.e., the "hump" or "fleece," the most delicious part of the buffalo's flesh). His shirt is covered in an embroidery of porcupine quills. He also wears a fringe of the locks of black hair taken from the heads of victims he has killed in battle. He holds a long pipe decorated with porcupine quills. The bowl of the pipe is carved from a stone that would have been procured through trade.	*Ball Dance Play, 1834–1835* Answer: This image depicts the Choctaw playing lacrosse in Indian Territory near present-day Oklahoma. Ball-play was part of a ceremony that brought recognition and status to individuals within the tribe.	*Kee-o-kuk (The Running Fox), 1835* Answer: At the close of the Black Hawk War, in 1833, Kee-o-kuk was acknowledged chief of the Sacs and Foxes. The Black Hawk War, named for the chief who led it, was an unsuccessful attempt by American Indians to reclaim tribal lands in Illinois. Kee-o-kuk refused to join the fight and instead tried to bargain with the U.S. government. He visited Washington, DC, several times to advocate for his people's rights after the sale of his lands. Catlin wrote that Kee-o-kuk was acknowledged as a gifted public speaker.
Seminole Chief Osceola, 1838 Answer: Osceola refused to leave his homeland of Florida and fought the United States for the rights to this land. The Seminole were defeated by the U.S. government and Osceola was imprisoned and died shortly after this portrait was painted. Catlin considered Osceola to be a	*Wi-jún-jon, Pigeon's Egg Head (The Light) Going to and Returning from Washington, 1837–1839* Answer: This before-and-after painting shows a side-by-side comparison of two problematic stereotypes of American Indians: the "noble savage" in traditional dress and the foolish, fully assimilated American Indian who has adopted white customs.	Portrait of George Catlin by Wiliam Fisk, 1849. *Note that this image was not painted by Catlin himself; it is an image of Catlin by another artist. Answer: Students may note that Catlin has adopted the dress of his subjects, which he seemed to be criticizing in the previous image. Catlin was known to dress as an American Indian when

friend and was critical of the government's policy of removing the Seminole people.		exhibiting his works. Adopting the dress of his subjects could also reflect a sign of respect.

III. Application

1. What common themes did you see in these depictions of American Indians?

Answer: Answers may vary, but students may point to the variety of cultures depicted on their own terms—in their traditional dress, engaged in their traditional activities without seemingly noticing Catlin.

2. Did any of the art seem to be an outlier, or differ from the others significantly? Why do you say that?

Answer: Students may point to *Wi-jún-jon, Pigeon's Egg Head (The Light) Going to and Returning from Washington*, 1837–1839, making a statement about the adoption of white culture, whereas the other images depict American Indians in their own cultures.

3. What do these images reveal about the various subjects?

Answer: Answers may vary, but students may point to the variety of cultures depicted and that subjects are depicted with dignity and respect (with the exception of *Wi-jún-jon, Pigeon's Egg Head [The Light] Going to and Returning from Washington*).

4. What do these images reveal about the artist, George Catlin?

Answer: Catlin was clearly fascinated by American Indians and respected them. He was an inherently curious person to travel so widely and to encounter so many cultures different from his own.

5. Choose one of Catlin's images and compare it with the *States Names* image from the beginning of the lesson. How are the messages similar or different?

Answer: Student comparisons may note the following differences: *States Names* is painted by a modern (2004) American Indian artist, whereas George Catlin was a white artist working in the mid-nineteenth century. All works show a fascination for the culture of American Indians. *States Names* and *Wi-jún-jon, Pigeon's Egg Head (The Light) Going to and Returning from Washington* shows a clear intersection or clash of culture between American Indian and Euro-American cultures, whereas most of Catlin's works document American Indian life and leaders on their own terms.

IV. Conclusion: Short Answer Practice

a) Identify and explain one way in which George Catlin's assessment of American Indians was typical for his time.

Answer: Catlin calls the American Indians "uncivilized" and "unChristianized," which implies the view that American culture was superior and would eventually overtake American Indian lands and ways of life.

b) Identify and explain one way in which Catlin's assessment of American Indians was unusual for his time.

Answer: Catlin recognizes the common humanity with the American Indians, which shows he felt empathy with them and a curiosity to understand their ways of life.

c) Identify and explain an event of the early-mid nineteenth century that illustrates conflict or cooperation between American Indians and Americans of European descent.

Answer: Students may discuss: Tecumseh's rebellion, Indian Removal Act, Seminole Wars, Trail of Tears.

The Women's Movement and the Seneca Falls Convention
Handout B: Comparing Declarations Student Worksheet

Declaration of Independence, 1776	***Declaration of Sentiments and Resolutions, 1848***	***Important similarities and/or differences***
Introduction		***Explain differences***
1. When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them . . . they should declare the causes . . .	1. When, in the course of human events, it becomes necessary for one portion of the family of man to assume among the people of the earth a position different from that which they have hitherto occupied, but one to which the laws of nature and of nature's God entitle them . . . they should declare the causes . . .	Answer: The Declaration of Independence refers to "one people" separating themselves from their former political bands to another nation. The Declaration of Sentiments and Resolutions refers to "one portion of the family of man" within one country.
Preamble		**Explain differences**
2. 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. That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed,	2. We hold these truths to be self-evident: that all men and women are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness; that to secure these rights governments are instituted, deriving their just powers from the consent of the governed.	Answer: All men becomes "all men and women."
3. that whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government . . . to effect their Safety and Happiness.	3. Whenever any form of government becomes destructive of these ends, it is the right of those who suffer from it to refuse allegiance to it, and to insist upon the institution of a new government . . . to effect their safety and happiness.	Answer: "Right of the People to alter or abolish a government" becomes "right of those who suffer from it to refuse allegiance to" the government.
4. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; . . . But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them	4. Prudence, indeed, will dictate that governments long established should not be changed for light and transient causes; . . . But when a long train of abuses and usurpations, pursuing invariably the same object, evinces a design to reduce them under absolute	Answer: Declaration of Independence refers to a right and a duty to throw off a despotic government. Declaration of Sentiments and Resolutions omits the word "right" and just mentions duty. Also, "patient sufferance of these Colonies"

under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security. Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government.	despotism, it is their duty to throw off such government, and to provide new guards for their future security. Such has been the patient sufferance of the women under this government, and such is now the necessity which constrains them to demand the equal station to which they are entitled.	becomes "patient sufferance of the women under this government . . . to demand the equal station to which they are entitled."
5. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world. . . .	5. The history of mankind is a history of repeated injuries and usurpations on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a candid world.	Answer: "The history of the present King of Great Britain . . . over these States" becomes "The history of mankind…on the part of man toward woman."
Grievances		**Identify similar themes**
6. He has refused to pass other Laws for the accommodation of large districts of people, unless those people would relinquish the right of Representation in the Legislature, a right inestimable to them and formidable to tyrants only. . . . He has dissolved Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the people. . . .	6. He has never permitted her to exercise her inalienable right to the elective franchise. He has compelled her to submit to laws, in the formation of which she had no voice. . . .	Answer: Creation of unjust laws without representation or consent
7. For cutting off our Trade with all parts of the world: For imposing Taxes on us without our Consent:	7. He has made her, if married, in the eye of the law, civilly dead. He has taken from her all right in property, even to the wages she earns.	Answer: Property rights
8. For depriving us in many cases, of the benefits of Trial by Jury: For transporting us beyond Seas to be tried for pretended offences: . . .	8. He has made her, morally, an irresponsible being, as she can commit many crimes with impunity, provided they be done in the presence of her husband. In the covenant of marriage, she is compelled to promise obedience to	Answer: Unjust application of unjust laws

	her husband, he becoming, to all intents and purposes, her master—the law giving him power to deprive her of her liberty, and to administer chastisement. He has so framed the laws of divorce, as to what shall be the proper causes, . . . the law, in all cases, going upon a false supposition of the supremacy of man, and giving all power into his hands.	
9. He has plundered our seas, ravaged our Coasts, burnt our towns, and destroyed the lives of our people. . . .	9. After depriving her of all rights as a married woman, if single, and the owner of property, he has taxed her to support a government which recognizes her only when her property can be made profitable to it. . . .	Answer: Property rights
10. Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do.	10. Now, in view of this entire disfranchisement of one-half the people of this country, their social and religious degradation—in view of the unjust laws above mentioned . . . we insist that they have immediate admission to all the rights and privileges which belong to them as citizens of the United States.	Answer: Action statement
11. And for the support of this Declaration, with a firm reliance on the protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.	11. In entering upon the great work before us, we anticipate no small amount of misconception, misrepresentation, and ridicule; but we shall use every instrumentality within our power to effect our object.	Answer: Acknowledgement that seeking justice will be costly and difficult

Unit 3 Civics Connection: Liberty and Union
Handout A: Student Document Packet
Background Essay Questions

1. According to Washington's letter to the Confederation Congress, what was the goal of the Philadelphia Convention?

Answer: The goal of the Philadelphia Convention was to create a plan to consolidate the Union.

2. What objectives were at risk?

Answer: At risk were prosperity, felicity, safety, and perhaps our national existence.

3. Write this thought in your own words: "This important consideration . . . led each state in the Convention to be less rigid on points of inferior magnitude, than might have been otherwise expected . . ."

Answer: Sample response: Because so much was at risk, the delegates of each state were less inclined to be stubborn on smaller points than they might have been. Washington hinted at the sectional controversies that had challenged efforts to strengthen the Union from the very beginning.

4. In Washington's view, certain virtues or character strengths were essential during the Convention. In your own words, describe the indispensable spirit that made the Constitution possible.

Answer: Sample response: To reach agreement on the Constitution, the delegates knew they needed to cultivate a spirit of friendship, respect, humility, and willingness to listen to one another and compromise.

5. Explain what constitutional principles are most closely related to controversies concerning state government's powers versus national government's powers?

Answer: Students may refer to rule of law, consent, federalism, and others; accept reasoned responses based on the Glossary of Principles and Virtues.

Document Pair 1: Articles of Confederation and U.S. Constitution

Comprehension and Principles Questions

1. What were the components of the Union in the Articles of Confederation?

Answer: The Articles of Confederation formed a Union among the states.

2. What were the components of the Union in the Constitution?

Answer: "We the People of the United States" formed the Union in the Constitution.

3. According to the Articles of Confederation, where did sovereignty reside?

Answer: In the Articles of Confederation, each state retained its sovereignty in every power not expressly delegated to the U.S. Congress.

4. According to the Constitution, where did sovereignty reside?

Answer: The Constitution named the people of the United States as sovereign by stipulating that they ordained and established the Constitution.

Historical Reasoning Questions

1. What is the difference between a "firm league of friendship" and a "more perfect Union"?

Answer: The Constitution established a more binding relationship than that of friendship.

2. Compare the purposes of the league of friendship, as listed in Article III of the excerpt above, with the purposes of the more perfect Union as shown in the Preamble of the Constitution.

Answer: The documents named very similar objectives. Both documents explicitly listed common defense, general welfare, and security of liberty. In the Articles of Confederation, the states pledged to assist one another against any force or attack, and the Constitution expressed similar aims by listing the goals of establishing justice and securing domestic tranquility.

3. Place each document name in the appropriate positions on your copy of the spectrum in your notes. Be prepared to explain your reasoning.

Answer:

Constitution — Articles of Confederation

We the People — We the States

Document Pair 2: Alien and Sedition Acts, Virginia and Kentucky Resolutions 1798, 1799

Comprehension and Principles Questions

1. In what way were the Alien and Sedition Acts considered unconstitutional? Explain what constitutional principles were at issue.

Answer: The laws were considered unconstitutional because their restrictions on free speech and press were believed to violate the First Amendment. Regarding constitutional principles, students should explain how restrictions on free speech and the press might challenge at least the principle of natural or individual rights.

2. According to the Virginia and Kentucky Resolutions, whose responsibility was it to protect people against unconstitutional laws enacted by the U.S. government?

Answer: According to the Virginia and Kentucky Resolutions, the state governments should act to protect their populations against unconstitutional laws enacted by the U.S. government.

3. What constitutional principles are at issue in debates about the relative power of state government compared with national government? Explain your response.

Answer: Students should at least name and explain federalism [see Glossary of Principles and Virtues]. They may also list republicanism, rule of law, consent, and others. Accept reasoned responses.

Historical Reasoning Questions

1. What elements did the Virginia Resolution and the Kentucky Resolutions have in common?

Answer: Both documents proclaimed their respective states' loyalty to the Union, charged that the Alien and Sedition Acts were unconstitutional, and repeatedly used the term "compact," stressing the authority of the states in creating the Union under the Constitution. Furthermore, they both stressed that the states have not only the power but also the responsibility to stand against unconstitutional laws enacted by the general government.

2. How is Washington's use of the word "consolidate" in the 1787 passage different from the Kentucky Resolutions' use of the term?

Answer: Washington stated that consolidation was necessary to the survival of the country. Jefferson used the term with a critical connotation, writing that a consolidated general government would destroy the state governments.

3. Explain the concepts of interposition and nullification in your own words.

Answer: Interposition means that the state stands between an unconstitutional national law and the citizens of that state. Madison later suggested some constitutional means to do so. Nullification means that the state declares a national law to be unconstitutional and, therefore, void and unenforceable in that state. The idea conflicts with the Supremacy Clause of the U.S. Constitution.

4. Of the remedies advocated in the Virginia and Kentucky Resolutions, which was more extreme: interposition or nullification? In other words, which remedy goes beyond the structure established in the Constitution? Explain your response.

Answer: Nullification is more extreme and goes beyond the Constitution's structure; interposition is more moderate. Students should explain that, because the term interposition is more vague, it suggests that there might be a range of actions the state could implement within the Constitution to protect citizens from unconstitutional laws. Nullification, or declaring a law to be empty, void, and unenforceable within a state, sets state and national authority directly against one another.

5. Place each document name in the appropriate positions on your copy of the spectrum in your notes. Be prepared to explain your reasoning.

Answer:

Alien and Sedition Acts Virginia and Kentucky Resolutions

We the People We the States

Document Pair 3: Tariff of 1828 and the South Carolina Exposition and Protest

Comprehension and Principles Questions

1. According to Calhoun, why was the Tariff of 1828 unconstitutional? (Refer to U.S. Constitution Article 1, Section 8, Clause 1.)

Answer: Calhoun maintained that the Tariff of 1828 was implemented not with the purpose of raising revenue "to pay the debts and provide for the common defense and general welfare of the United States," which the Constitution enumerates as a power of Congress, but with the purpose of "rearing up the industry of one section of the country on the ruins of another."

2. According to Calhoun's reasoning, why did the Tariff of 1828 violate the rule of law?

Answer: Rule of law is defined as a system in which government and citizens all abide by the same laws regardless of political power, and in which those laws are justly applied, consistent with an ethos of liberty, and stable. Calhoun maintained that the Tariff of 1828 was unjust and unconstitutional because it was intended to harm the South and benefit the North.

Historical Reasoning Questions

1. What earlier documents did Calhoun echo by saying that the states must have "the right of deciding on the infractions of their powers, and the proper remedy to be applied for their correction"?

Answer: Calhoun echoed the Virginia and Kentucky Resolutions.

2. Place each document name in the appropriate positions on your copy of the spectrum in your notes. Be prepared to explain your reasoning.

Answer:

Tariff of 1828 South Carolina Exposition and Protest

We the People We the States

Document Pair 4: The Webster-Hayne Debate 1830

Comprehension and Principles Questions

1. Senator Hayne objected to what he called the "consolidation of this Government." How did he explain why that consolidation prevented the system from working well?

Answer: Hayne explained that what he called consolidation was the result of the government failing to adhere "to the limitations imposed by the Constitution," extending the powers of the legislature and executive over the states.

2. According to Hayne, what would be the result if the federal government continued to violate the rule of law by implementing laws that extended favoritism to some regions over others?

Answer: Hayne said the result would be increased corruption, a spirit of dependence, dissolution, jealousy between regions, and damage to the foundations of the government.

3. Senator Webster said he did not want new powers drawn to the general government, but he favored "whatever tends to strengthen the bond that unites us." In your opinion, was it possible for the federal government to strengthen the bond without creating new powers for the general government?

Answer: Accept reasoned responses that indicate the student's grasp of the complexity of the issue.

4. What did Webster say was essential to the prosperity and safety of the states?

Answer: Webster said that the Union of the states was essential to the prosperity and safety of the states.

Historical Reasoning Questions

1. George Washington in 1787, and Robert Hayne and Daniel Webster in 1830, all used the term "consolidation" to describe changes in the government of the United States. What were the differences in their understanding of this term?

Answer: Washington and Webster saw consolidation, or a strengthening of the national government, as good and essential to the future of the United States. Hayne saw consolidation as a threat to his region of the country, the South.

2. Place each speaker's name in the appropriate positions on your copy of the spectrum in your notes. Be prepared to explain your reasoning.

Answer:

Webster	Hayne
We the People	We the States

Document Pair 5: South Carolina Ordinance of Nullification and President Jackson's Proclamation to the People of South Carolina 1832

Comprehension and Principles Questions

1. According to the first paragraph of the Nullification Ordinance excerpt, why were the Tariffs of 1828 and 1832 null, void, and not binding in South Carolina?

Answer: South Carolina nullified the tariff laws because they were inconsistent with the "true meaning and intent" of the U.S. Constitution.

2. According to the second paragraph of the Nullification Ordinance excerpt, what did the ordinance require of the South Carolina legislature?

Answer: The South Carolina legislature was required to prevent the enforcement of the tariff laws in the state.

3. What did the third paragraph of the Nullification Ordinance excerpt require officials of South Carolina to do?

Answer: Officials were required to take an oath pledging to obey this ordinance.

4. According to the fourth paragraph of the Nullification Ordinance excerpt, how would South Carolina respond to any use of force by the national government to collect the tariffs within the state?

Answer: South Carolina would consider any attempt to use force in collecting the tariffs "as inconsistent with the longer continuance of South Carolina in the Union," meaning South Carolina would secede from the Union.

5. Explain what constitutional principle(s) the authors sought to appeal to in this statement from the Ordinance of Nullification: "the people of this state will henceforth hold themselves absolved from all further obligation to maintain or preserve their political connection with the people of the other states . . . "

Answer: Students should refer to and explain the application of at least the principle of consent/popular sovereignty. Accept reasoned responses.

6. The Constitution's Supremacy Clause in Article VI, Section 2 states, "The Constitution, and the laws of the United States which shall be made in pursuance thereof, and all treaties…shall be the supreme law of the land . . . " What point did Jackson make in referring to this provision of the Constitution? What principles of government were at issue regarding this point?

Answer: Jackson explained that if the Constitution, federal laws, and treaties made up the supreme law, states could not veto federal law. Students may refer to rule of law and federalism; accept reasoned responses.

7. According to Jackson, why did the idea of secession seem attractive to some people?

Answer: Jackson said some people favored the idea of secession because the idea appeals to state pride and they misunderstood the nature of the Union.

8. List at least three terms Jackson used to describe the Ordinance of Nullification and to explain why it was misguided.

Answer: Students may list any three of the following:

- direct violation of their duty as citizens of the United States
- contrary to the laws of their country
- subversive of its constitution
- aiming at the destruction of the Union
- impracticable absurdity
- incompatible with the existence of the Union
- contradicted expressly by the letter of the Constitution
- unauthorized by its spirit
- inconsistent with every principle on which it was founded
- destructive of the great object for which it was formed

9. According to Jackson, under what circumstances would secession be justified?

Answer: Jackson wrote that secession may be morally justified only by extreme oppression.

Historical Reasoning Questions

1. What choice did the Nullification Ordinance require citizens of South Carolina to make?

Answer: South Carolina citizens had to decide whether to be loyal to the United States or to the state of South Carolina.

2. Place each document name in the appropriate positions on your copy of the spectrum in your notes. Be prepared to explain your reasoning.

Answer:

Proclamation to the People of South Carolina, 1832 South Carolina Ordinance of Nullification, 1832

We the People We the States

Document 6: "Slavery as a Positive Good," 1837

Comprehension and Principles Questions:

1. Explain why Calhoun believed that "Abolition and the Union cannot coexist".

Answer: Calhoun believed that abolition and the Union could not coexist because the South would never "surrender our institutions." Calhoun maintained that they would not surrender their institutions because the institution of slavery was better for all concerned than the alternative.

2. What did Calhoun assert regarding a comparison between enslaved workers and the poor factory workers of cities?

Answer: Calhoun asserted that a slave, who was well cared for as part of the master's family, lived in better conditions than a factory worker.

3. Explain at least one constitutional principle implicit in Calhoun's reasoning.

Answer: Students may mention any of these:

- consent/popular sovereignty (slaveholders would never vote for elected leaders who threatened the institution of slavery.)
- federalism (laws relating to slavery were a state matter, not a federal matter.)
- property rights (enslaved people were the most valuable property slaveholders had, whether they held one enslaved person or hundreds.

Historical Reasoning Questions

1. Why do you think John C. Calhoun initially wrote the 1828 South Carolina Exposition and Protest anonymously? Why do you think he was willing to openly present his thoughts on slavery in a Senate speech in 1837?

Answer: Accept reasoned responses. Students should mention that in 1828, Calhoun was the sitting vice president expressing criticism of actions of the federal government of which he was an officer. By 1837, he was senator from South Carolina, more free to express the sentiments of his own state.

2. How did John C. Calhoun's position on slavery differ from the way the Constitution's framers handled the slavery issue?

Answer: The framers chose not to confront slavery explicitly in the Constitution. Calhoun wrote that the framers were wrong to dodge the issue. Rather than being a necessary evil, slavery was a positive good and should be protected.

3. Place the document name in the appropriate positions on your copy of the spectrum in your notes. Be prepared to explain your reasoning.

Answer:

Slavery as a Positive Good

UNIT 3 ESSAY ACTIVITY

Handout A: Long Essay Rubric

College Board AP History Long Essay Rubric (6 points)

Reporting Category	Scoring Criteria	Decision Rules
A. Thesis/Claim (0–1 pt.)	**1 pt.** Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.	To earn this point, the thesis must make a claim that responds to the prompt, rather than merely restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.
B. Contextualization (0–1 pt.)	**1 pt.** Describes a broader historical context relevant to the prompt.	To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or a reference.
C. Evidence (0–2 pts.)	**1 pt.** Provides specific examples of evidence relevant to the topic of the prompt. **OR** **2 pts.** Supports an argument in response to the prompt using specific and relevant examples of evidence.	To earn one point, the response must identify specific historical examples of evidence relevant to the topic of the prompt. To earn the second point, the response must use specific historical evidence to support an argument in response to the prompt.
D. Analysis and Reasoning (0–2 pts.)	**1 pt.** Uses historical reasoning (e.g., comparison, causation, continuity and change) to frame or structure an argument that addresses the prompt. **OR** **2 pts.** Demonstrates a complex understanding of the historical development that is the focus of the	To earn the first point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced. To earn the second point, the response must demonstrate a complex understanding. This can be accomplished in a variety of ways, such as: • Explaining nuance of an issue by analyzing multiple variables • Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects

	prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.	• Explaining relevant and insightful connections within and across periods • Confirming the validity of an argument by corroborating multiple perspectives across themes • Qualifying or modifying an argument by considering diverse or alternative views or evidence. This understanding must be part of the argument, not merely a phrase or reference.

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