

**America Under Andrew Jackson,  
1829-1836**

***The Indian Removal Act,  
The Nullification Crisis,  
The Battle of the Alamo***

From the Series  
***America's Era of Expansion and Reform  
1817-1860***

**Produced by  
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**America under Andrew Jackson, 1829-1836**  
*Indian Removal Act, The Nullification Crisis,*  
*The Battle of the Alamo*  
From the Series  
*America's Era of Expansion and Reform: 1817-1860*  
**Viewing Time: 14 minutes with a one-minute,**  
**five-question Video Quiz**

**INTRODUCTION TO THE SERIES**

This standards-based series of programs for grades 5-9 examines the period of expansion and reform that occurred in the United States starting with the presidency of James Monroe in 1817 and continued up to the election of Abraham Lincoln in 1860.

The five programs in this series focus on key events that shaped the history of the United States from 1817 to 1860. Major topics examined are:

- United States expansion and how it affected American Indians and foreign powers.
- How industrialization, immigration, expansion of slavery, and westward movement changed the lives of Americans and led toward regional tensions
- The extension, restriction, and reorganization of American political democracy
- The sources and character of cultural, religious, and social reform movements in the antebellum period

**INTRODUCTION TO THE PROGRAM**

**America under Andrew Jackson, 1829-1836: *Indian Removal Act, The Nullification Crisis, The Battle of the Alamo*** presents the following topics:

1. Andrew Jackson, the Man
2. The Indian Removal Act

3. Important Technological Developments During Jackson's Presidency
4. Termination of the Bank of the United States' Role as the Bank for the Federal Government
5. The Nullification Crisis
6. States' Rights and Slavery
7. The Abolitionists
8. Texas Independence and the Battle of the Alamo

### **LINKS TO CURRICULUM STANDARDS**

The series of which this program is a part is correlated to the U.S. National History Standards, listed below ([www.sscnet.ucla.edu](http://www.sscnet.ucla.edu))

#### ***U.S. National History Standard 1***

*United States Territorial Expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans*

##### **Standard 1A**

The student understands the international background and consequences of the Louisiana Purchase, the War of 1812, and the Monroe Doctrine.

##### **Standard 1B**

The student understands federal and state Indian policy and the strategies for survival forged by Native Americans.

##### **Standard 1C**

The student understands Manifest Destiny, the nation's expansion to the Northwest, and the Mexican-American War.

#### ***U.S. National History Standard 2***

*How the Industrial Revolution, increasing immigration, the rapid expansion of slavery, and westward movement changed the lives of Americans and led to regional tensions.*

**Standard 2A**

The student understands how the factory system and the transportation and market revolutions shaped regional patterns of economic development.

**Standard 2B**

The student understands the first era of American urbanization.

**Standard 2C**

The student understands how antebellum immigration changed American society.

**Standard 2D**

The student understands the rapid growth of "the peculiar institution" after 1800 and the varied experiences of African Americans under slavery.

**Standard 2E**

The student understands the settlement of the West.

***U.S. National History Standard 3***

*The extension, restriction, and reorganization of political democracy after 1800*

**Standard 3A**

The student understands the changing character of American political life in "the age of the common man."

**Standard 3B**

The student understands how the debates over slavery influenced politics and sectionalism.

**U.S. National History Standard 4**

The sources and character of cultural, religious, and social reform movements in the antebellum period.

**Standard 4A**

The student understands the abolitionist movement.

**Standard 4b**

The student understands how Americans strived to reform society and create a distinct culture.

**Standard 4C**

The student understands changing gender roles and the ideas and activities of woman reformers.

**INSTRUCTIONAL NOTES**

Before presenting this lesson to your students, we suggest that you preview the program, review the guide, and the accompanying Blackline Master activities in order to familiarize yourself with their content.

As you review the materials presented in this guide, you may find it necessary to make some changes, additions or deletions to meet the specific needs of your class. We encourage you to do so; for only by tailoring this program to your class will they obtain the maximum instructional benefits afforded by the materials.

**PRE-TEST**

**Pre-Test** is an assessment tool intended to gauge student comprehension of the objectives prior to viewing the program. Explain that they are not expected to get all the answers correct. You can remind your students that these are key concepts that they should focus on while watching the program.

**STUDENT PREPARATION**

Set up a Learning Center with images relevant to the topics presented in this program such as:

- ✓ A map of slave and free states around the time of Texas independence.
- ✓ A map of Indian Removal of the 1830s and the route of the "Trail of Tears."



- ✓ Pictures of the Alamo, old style scything and threshing, the mechanical reaper, the telegraph, the Pitts Brothers Combine, the steel plow, a daguerreotype.
- ✓ Pictures of Andrew Jackson, John C. Calhoun, William Lloyd Garrison, Henry Clay, Cherokees, Choctaws, Creeks, Seminoles, and Chickasaws

### **STUDENT OBJECTIVES**

After viewing the program and completing the follow-up activities, students should be able to:

- Describe some of the effects that Andrew Jackson's beliefs and policies had on the people of the United States.
- Explain the "Nullification Crisis."
- Describe the role of the Abolitionists in the 1830s.
- Describe the key events leading up to Texas's independence from Mexico.
- Describe important technological developments during the era of the Jacksonian Democracy.

### **INTRODUCING THE PROGRAM**

Duplicate and administer **Blackline Master #1, Pre-Test**. Remind your students that they are not expected to know all the answers. Suggest that they use these questions as a guide for taking notes on the key concepts while viewing the program.

### **VIEW THE PROGRAM**

Running Time: 14 minutes plus a one-minute, five-question Video Quiz.

Hand out **Blackline Master #3, Video Quiz**.

## **DISCUSSION QUESTIONS**

After viewing the program, you may find it helpful to discuss key concepts as a class. The following questions/statements may prove to be useful. You may also choose to use these topics to begin a discussion prior to viewing the program.

1. What does the Indian Removal Act tell us about how some white politicians viewed the rights Native Americans? What does this law tell us about the value the government placed on its treaties with Native Americans?
2. Jackson was the only President who witnessed the repayment of the entire national debt. This was largely accomplished through the sale of government lands. Talk about the magnitude of the current national debt, what it costs in interest payments. Is it increasing or decreasing? How it is being repaid? Who loans this money to the United States?
3. How are tariffs currently being used by the United States and other nations to protect industries and regulate trade? What conflicts arise?

## **DESCRIPTION OF BLACKLINE MASTERS**

**Blackline Master #1, Pre-Test**, is an assessment tool intended to gauge student comprehension of the objectives prior to viewing the program.

**Blackline Master #2, Post-Test**, is an assessment tool to be administered after viewing the program and completing additional activities. The results of this assessment can be compared to the results of the Pre-Test to determine the change in student comprehension before and after participation in this lesson.

**Blackline Master #3, Video Quiz**, is intended to reinforce the key concepts of the program following the presentation of the program. Student awareness that a Video Quiz will be given also helps promote attention to the video presentation.

**Blackline Master #4, Crossword Puzzle**, is a puzzle game based on information presented in the Vocabulary

**Blackline Master #5, Timeline and Activity**, presents important chronological events from 1829-1836.

**Blackline Masters #6 and #7, Vocabulary List and Activity**, includes important names, people, places, and words relating to events that occurred during this era in history.

### **EXTENDED LEARNING ACTIVITIES**

Field trips to historic sites are the best way to savor the flavor of America's early days. Research papers, oral reports, news reports, or PowerPoint® presentations could be done on the following subjects:

- Biographical sketches of Andrew Jackson, Henry Clay, John C. Calhoun, Sam Houston, and Battle of the Alamo heroes Davy Crockett, and Jim Bowie
- The Indian Removal Act
- The Abolitionist movement
- The "Nullification Crisis"
- The issue of states' rights versus a strong federal government
- The Agricultural Revolution
- The "Trail of Tears"
- The Battle of the Alamo
- Texas Independence
- Technological developments during the Age of Jackson

### **ANSWER KEY**

#### **Blackline Master #1, Pre-Test**

1. False. Jackson was a very strong, sometimes too strong, President.
2. True
3. False. The telephone was not invented until well after Jackson's death.
4. False. Jackson was a slave owner.
5. False. Jackson let the states take Indian lands.

## **Blackline Master #2, Post-Test**

### **1. The Texas Independence Movement**

*By the early 1830s, the issue of slavery contributed to a rebellion in Texas. At that time, Texas was still part of Mexico. But American immigrants living in the region had come to outnumber the native-born Mexicans. Many of the 25,000-30,000 Americans who had immigrated to Texas after Mexican Independence from Spain came from slave states, such as Tennessee and Missouri. They had created small farms, but a lot of them hoped to establish large slave plantations like those they had known in the United States. However, in Mexico, slavery had recently been declared illegal. Mexico had also refused to let any more Americans immigrate to Texas. Furthermore, back then, Mexico was controlled by a dictator named General Antonio Lopez de Santa Ana, who had overthrown the government and abolished the Constitution of Mexico. The Americans immigrants were angered at Santa Ana's actions, but they also wanted the bans on slavery and immigration lifted.*

*By the end of 1835, the Texans had captured the city of San Antonio, and had even formed their own government. General Santa Ana decided to put a halt to the rebellion in Texas and assembled a force of 5,000 troops to march on San Antonio. The arrival of the Mexican force surprised the Texans. And they rapidly withdrew behind the walls of the old Spanish mission of San Antonio de Valero, known locally as the Alamo. And it was here that a small group of men decided to fight to the bitter end. Mexican forces laid siege to the Alamo and trapped the defenders inside. And while this was happening, a group of influential Texans issued a Declaration of Independence from Mexico. A few days later, a vicious battle erupted. Mexican forces captured the Alamo and killed almost everyone inside. But even though the Texans lost the battle of the Alamo, their struggle gave leader Sam Houston the time he needed to gather enough forces to defeat Santa Ana's army a short time later. As a result, an independent nation called "The Republic of Texas" was born.*

## 2. The "Nullification Crisis"

*The year Jackson was re-elected President, 1832, his former Vice-President, John C. Calhoun, was in South Carolina in the state legislature working for the passage of the Ordinance for Nullification. This was a controversial new law, which nullified, that is, overturned the federal tariff, or tax, on imported goods (the tax began as the "Tariff of Abominations" and was later increased). But South Carolina's new state law was actually illegal under the U.S. Constitution. Nevertheless, South Carolina's angry politicians threatened to secede, or break away, from the United States if the federal government tried to collect the tax. To put a halt to the rebellion in South Carolina, known as the Nullification Crisis, Jackson nearly sent in troops (the Force Act). But, in the end, Congressman Henry Clay of Kentucky helped work out a compromise that lowered the tariff; as a result, war was avoided and the union of states was maintained.*

## 3. The issue of states' rights

*The idea of having strong states' rights and a weak federal government was a theory quite popular among the powerful owners of big southern slave plantations, because they were people who feared that the federal government was about to outlaw slavery without their approval. Under the strong states' rights system they favored, a state would be able to overturn a federal law, such as a law that banned slavery, if the state believed the law was unconstitutional. However, the U.S. Supreme Court did not agree with their interpretation of the law. Money was behind much of the debate over states' rights because plantation owners were worried they would lose some of their wealth if they had to start paying their workers.*

## 4. The Indian Removal Act

*One of the first big challenges Andrew Jackson faced as President concerned the rights of American Indians. Back in the late 1820s, pressure from white settlers and real estate speculators had led the states of Georgia, Alabama, and Mississippi to seize Native American farmland. And even though these*

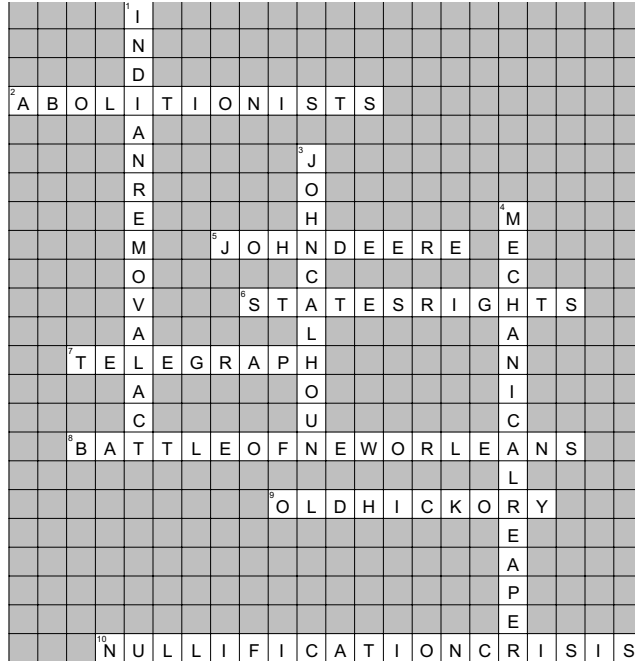
*actions clearly violated federal treaties, President Jackson did nothing to stop them. On the contrary, in 1830, he helped push the Indian Removal Act through Congress. The Indian Removal Act required five eastern tribes—the Cherokee, the Creek, the Chickasaw, the Choctaw, and the Seminole—to abandon their farms and move far to the west to what was called the Indian Territory, which is now in the state of Oklahoma. When the Cherokees appealed to the U.S. Supreme Court, the court affirmed that the seizure of Indian lands by the states was illegal. Nevertheless, the tribes were forced off their lands anyway.*

*All the tribes suffered enormously due to the Indian Removal Act, but for the Cherokees, things were especially bad. U.S. troops rounded up 15,000 Cherokee men, women, and children and put them in military stockades. Then, under armed guard, the Cherokees were marched off to the Indian Territory, a distance of some 1,200 miles (or 2,000 kilometers). This event has come to be called The Trail of Tears, because when it was over, 4,000 Cherokees had died of starvation and disease.*

### **Blackline Master #3, Video Quiz**

1. False. Jackson and his followers founded the Democratic, not the Republican, Party.
2. False. Abolitionists wished to get rid of laws that made slavery legal.
3. True
4. False. McCormick's reaper was for harvesting grain
5. True

**Blackline Master #4, Crossword Puzzle**



**Blackline Master #5, Timeline Activity**

1. 1832
2. 1831
3. 1828
4. 1832
5. 1836

**Blackline Master #7, Vocabulary Activity**

1. Mechanical Reaper
2. Daguerreotypes
3. veto
4. Abolitionists
5. "self-made man"

## SCRIPT OF NARRATION

### **America under Andrew Jackson, 1829-1836**

#### ***Indian Removal Act, The Nullification Crisis, The Battle of the Alamo***

Andrew Jackson, the seventh President of the United States, spent much his life serving as a military officer, where he waged war against Great Britain, Spain, and American Indian tribes. In fact, it was his victory over the British in 1815 at the bloody Battle of New Orleans that made him a national hero. Andrew Jackson's influence on U.S. politics was so great that historians call the period of his Presidency the "Jacksonian Democracy."

Jackson and his campaign organizers founded the Democratic Party; a political party that attracted voters by praising the virtues of ordinary working people such as potters, shoemakers, and blacksmiths. Andrew Jackson was born in a log cabin and enthusiastically promoted his idea of the "self made man"; the notion that people can rise from humble beginnings to accomplish marvelous things through discipline and hard work. He lived quite grandly in this large mansion at his plantation called "The Hermitage" outside Nashville, Tennessee, and he owned over a hundred slaves

Andrew Jackson was nicknamed "Old Hickory," because of his toughness and his stubborn disposition. He often vetoed, that is overruled, bills passed by Congress. And he was sometimes accused of acting like a king when he replaced long time federal officials with his own supporters and when he ignored Supreme Court decisions with which he did not agree.

### **The Indian Removal Act, 1830**

One of the first big challenges Andrew Jackson faced as President concerned the rights of American Indians. Back then, pressure from white settlers and real estate speculators had led the states of Georgia, Alabama, and Mississippi to seize Native American farmlands.

And even though these actions clearly violated federal treaties, President Jackson did nothing to stop them. On the contrary, in 1830, he helped push the Indian Removal Act through Congress. The Indian Removal Act required five eastern tribes—the



Cherokee, the Creek, the Chickasaw, the Choctaw, and the Seminole—to abandon their farms and move far to the west to what was called the Indian Territory, which is now in the state of Oklahoma. When the Cherokees appealed to the U.S. Supreme Court, the court affirmed that the seizure of Indian lands by the states was illegal. Nevertheless, the tribes were forced off their lands anyway.

All the tribes suffered enormously due to the Indian Removal Act, but for the Cherokees, things were especially bad. U.S. troops rounded up 15,000 Cherokee men, women, and children and put them in military stockades. Then, under armed guard, the Cherokees were marched off to the Indian Territory, a distance of some 1,200 miles, or 2,000 kilometers. This event has come to be called The Trail of Tears because when it was over, 4,000 Cherokees had died of starvation and disease. Ironically Whitepath, the Cherokee warrior chief buried here on the Trail of Tears, was once awarded a medal for helping Andrew Jackson during a dangerous battle.

### **Technological Developments during the Jackson Era**

The era of the Jacksonian Democracy was a time of great technological development in the United States. The year Andrew Jackson was elected, 1828, was the year the Baltimore and Ohio Railroad Company was founded. After that, steam powered railroads rapidly replaced horse-drawn carriages and canal boats as a means of transportation in America. Then, in 1831, the old method of harvesting grain with a scythe was made obsolete by Cyrus McCormick's invention called the mechanical reaper, a machine that could harvest grain crops at a very rapid rate. A few years after the reaper was invented, Hiram and John Pitts, patented a "combine machine" for grain farmers. This invention combined harvesting and threshing, which is the process of beating the grain to separate the edible kernels from the inedible stalks and husks. Back then threshing was occasionally accomplished by running horses over stalks of grain placed on the threshing floor of a barn. And today the processes of harvesting and threshing are still combined in modern farm machines like the one seen here.

A few years after the combine was patented, a man named John Deere invented a wonderful steel plow that could cleanly cut through the heavy soil of the American prairies. Taken alto-

gether, the new plows, combines, and reapers enormously sped up the Agricultural Revolution that had begun in Europe the century before. The new machines made it a lot easier and faster to farm big plots of land and, as a result, helped to greatly increase the world's supply of food.

Two other extremely important inventions were also developed at the time Andrew Jackson was President. One was the telegraph, a forerunner of the telephone. It was the first device to use wires and electricity to send messages over long distances. The other invention, which was perfected in France in 1837, was photography, an ingenious process that used light to create an exact image of a subject on a chemically treated metal sheet. These first photographs were called daguerreotypes after their inventor, Louis Daguerre.

### **The Bank of the United States and Nullification Crisis, 1832**

In 1832, the year after the new mechanical reaper was invented, Andrew Jackson was re-elected to a second term in the White House. That year, Jackson vetoed a bill that allowed the privately owned Bank of the United States to operate as America's leading financial institution. A year later, he ordered that all the money belonging to the federal government be deposited elsewhere. Jackson's veto was designed to punish the rich and powerful individuals associated with the bank, and to destroy the control they maintained over the Treasury of the United States.

The year Jackson was re-elected, his former Vice-President, John C. Calhoun, was in South Carolina in the state legislature working for the passage of the Ordinance for Nullification. This was a controversial new law, which nullified, that is, overturned the federal tariff, or tax, on imported goods, but this state law was illegal under the U.S. Constitution. Nevertheless, South Carolina's angry politicians threatened to secede, or break away, from the United States if the federal government tried to collect the tax. To put a halt to the rebellion in South Carolina, known as the Nullification Crisis, Jackson nearly sent in troops. But, in the end, Congressman Henry Clay of Kentucky helped work out a compromise that lowered the tariff; as a result, war was avoided and the union of states was maintained

### **States' Rights, Slavery, and the Abolitionist Movement**

The Nullification Crisis that nearly broke apart the United States was actually more about states' rights than it was about paying taxes. This was a theory quite popular among the powerful owners of big southern slave plantations, people who feared that the federal government was about to outlaw slavery without their approval. Under the strong states' rights system they favored, a state would be able to overturn a federal law, such as a law that banned slavery, if the state believed the law was unconstitutional. However, the U.S. Supreme Court did not agree with their interpretation of the law. Money was behind much of the debate over states' rights, because plantation owners were worried they would lose some of their wealth if they had to start paying their workers. And they were right to worry, because by the mid 1830s, slavery had been banned not only in the northern free states and territories, but in Canada and Mexico as well.

There had always been a strong sentiment against slavery in the northern states, partly because that was where nearly all the abolitionists lived. Abolitionists were people who actively worked to abolish, or get rid of, slavery. The most famous abolitionist of Jackson's time was William Lloyd Garrison of Massachusetts, who founded the very influential American Antislavery Society in 1833.

### **Texas Independence and the Battle of the Alamo, 1836**

As the abolitionist movement gained strength in the northern United States, the issue of slavery contributed to a rebellion that was brewing far to the south, in Texas. At that time, Texas was still part of Mexico. But American immigrants living in the region had come to outnumber the native born Mexicans. Many of the 25,000-30,000 Americans who had immigrated to Texas after Mexican Independence from Spain came from slave states, such as Tennessee and Missouri. They had created small farms but a lot of them hoped to establish large slave plantations like those they had known in the United States. However, in Mexico, slavery had recently been declared illegal. Mexico had also refused to let any more Americans immigrate to Texas. Furthermore, back then, Mexico was controlled by a dictator named General Antonio Lopez de Santa Ana, who had overthrown the government and abolished the Constitution of Mexico. The Americans immigrants were angered at Santa

Ana's actions. But they also wanted the bans on slavery and immigration lifted.

By the end of 1835, the Texans had captured the city of San Antonio, and had even formed their own government. General Santa Ana decided to put a halt to the rebellion in Texas and assembled a force of 5,000 troops to march on San Antonio. The arrival of the Mexican force surprised the Texans. And they rapidly withdrew behind the walls of the old Spanish mission of San Antonio de Valero, known locally as the Alamo. And it was here that a small group of men decided to fight to the bitter end. Mexican forces laid siege to the Alamo and trapped the defenders inside. And while this was happening, a group of influential Texans issued a Declaration of Independence from Mexico. A few days later, a vicious battle erupted. Mexican forces captured the Alamo and killed almost everyone inside. But even though the Texans lost the battle of the Alamo, their struggle gave leader Sam Houston the time he needed to gather enough forces to defeat Santa Ana's army a short time later. As a result, an independent nation called "The Republic of Texas" was born.

While Texas gained its independence, the United States held elections. And voters chose Jackson's Vice-President, Martin Van Buren, to be their new leader.

Also that year, just to the northeast of the new Republic of Texas, a 25th state called Arkansas joined the Union as a slave state. Nine years later, the same year that Andrew Jackson died, Texas gave up its independence and was admitted to the Union as a slave state as well.

### **Video Quiz**

1. True or False? Andrew Jackson founded the Republican Party.
2. True or False? The Abolitionists wished to get rid of laws that banned slavery.
3. True or False? The Trail of Tears resulted from the Indian Removal Act.
4. True or False? McCormick's mechanical reaper was designed for harvesting cotton.
5. True or False? The Nullification Crisis was over tariffs and states' rights.