

**Teaching American History for All
MDUSD/UCB H-SSP**

11th Grade Lesson: “Andrew Jackson’s Bank War and the Nullification Crisis”

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Teaching American History Grant Focus Question:

How did definitions of citizenship change from the 17th century to the 20th century?

11th Grade Yearlong Focus Question:

How have the powers of the United States federal government expanded or been limited since the Civil War?

Unit Focus:

American Beginnings to 1877 - Review

Unit Focus Question:

How did events pertaining to states’ rights versus the federal government shape our nation?

Unit Working Thesis:

Lesson Focus Question:

How do Andrew Jackson’s actions toward the Bank of the United States and the nullification crisis reflect Jackson’s beliefs about the conflict between states’ rights and the authority of the national government?

Lesson Working Thesis:

Despite undermining the economic authority of the national government in his war on the Bank of the United States, Andrew Jackson’s commitment to preserving the political authority of the national government is a reflection of his desire to increase the power of the “common man” and the union of the United States.

Reading and Writing Strategy/ies:

- READING: Passage level: Compare/Contrast
 - Passage: p. 4
 - Graphic Organizer p. 5 (Key: p. 6)
- WRITING: Intermediate Paragraph Outline
 - Outline: p. 7

Suggested Amount of Time:

1 day (2nd day to discuss the paragraphs if needed)

Textbook:

Danzer, Gerald et al. *The Americans: Reconstruction to the 21st Century*. Evanston, Illinois: McDougal Littell Inc., 2006, pp. 126

Context of the lesson in the unit (and its connection to Citizenship):

Students will have studied the section on the presidency of Andrew Jackson prior to the lesson. They should be familiar with both the nullification crisis and the war on the Bank of the United States.

Lesson Procedure:

1. Introduction

- Students will discuss what they have learned about the presidency of Andrew Jackson in the previous lesson. Attention should be paid to the concepts of his philosophy of presidential power and his actions as President.
- Introduce the lesson focus question and preview the writing assignment.

2. Reading Strategy

- Have students read the passage from the text.
- They should underline or mark any information that will help them answer the lesson focus question.
- As individuals, the students should fill in their charts. They can work then work in pairs to help each other with the chart if needed. Depending on the level of the class, the whole class can go over the chart together to ensure all students understood the material

3. Writing Strategy

- Student are given the paragraph outline.
- They should use their graphic organizers to help them fill out the outline. Depending on the level of the class, students can work individually, in pairs, or as a class.
- Students will then use their outline to write their complete paragraph.
- It is possible that the teacher will need to model the whole paragraph and help the students complete the analysis part as a whole class.

HW: Finish the paragraph for class discussion the next day. (if needed)

History-Social Science Content Standards:

11.1 - Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.

11.1.3 - Understand the history of the Constitution after 1787 with emphasis on federal versus state authority and growing democratization.

Historical and Social Sciences Analysis Skills:***Historical Interpretation***

1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
3. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.
4. Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.

Reading/Language Arts Content Standards:

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

2.0 Reading Comprehension (Focus on Informational Materials)

1.0 Writing Strategies

Research and Technology

1.7 Use systematic strategies to organize and record information

2.0 Writing Applications (Genres and Their Characteristics)

2.2 Write responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.
- c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.
- d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

Passage from the text: From *The Americans: Reconstruction to the 21st Century*, p. 126

In 1832 the issue of states' rights was put to the test when Congress raised tariffs again. South Carolinians declared the tariffs of 1828 and 1832 "null, void, and no law." Then they threatened to secede, or withdraw, from the Union, if customs officials tried to collect duties.

In response, an outraged Jackson urges Congress to pass the Force Bill to allow the federal government to use the military if state authorities resisted paying proper duties. A bloody confrontation seemed likely until Henry Clay forged a compromise in 1833. Clay proposed a tariff bill that would gradually lower duties over a ten-year period. The compromise also included passage of the Force Bill. The tension between states' rights and federal authority subsided – temporarily.

Although Jackson defended federal power in the nullification crisis, he tried to decrease federal power when it came to the Second Bank of the United States. Jackson believed that the national bank was an agent of the wealthy, and that its members cared nothing for the common people.

In 1832 Jackson won reelection despite the efforts of his critics to make a campaign issue out of Jackson's opposition to the bank. After his reelection, he tried to kill the bank by withdrawing all government deposits from the bank's branches and placing them in certain state banks called "pet banks" because of their loyalty to the Democratic Party. As a result, the Bank of the United States became just another bank.

NAME _____

Compare and Contrast Table

Nullification Crisis	War on the Bank of the United States
What is the situation?	
How does Jackson act?	
What government philosophy does this reflect? Why?	

Lesson Question:

How do Andrew Jackson's actions toward the Bank of the United States and the nullification crisis reflect Jackson's beliefs about the conflict between states' rights and the authority of the national government?

Compare and Contrast Table

Nullification Crisis	War on the Bank of the United States
<p>What is the situation? South Carolina tries to nullify federal laws regarding tariffs they do not agree with</p>	<p>The Bank of the United States holds federal deposits and controls much of the economics of the United States</p>
<p>How does Jackson act? Threatens to send troops to South Carolina to force their government to recognize the tariffs</p>	<p>Jackson removed all federal deposits from the Bank of the United States and placed the money in state, or “pet” banks</p>
<p>What government philosophy does this reflect? Belief in strong federal authority and the need for a united nation</p>	<p>Belief in the authority of the common man and a distrust of the economic power of a central authority</p>

Lesson Question:

How do Andrew Jackson’s actions toward the Bank of the United States and the nullification crisis reflect Jackson’s beliefs about the conflict between states’ rights and the authority of the national government?

INTERMEDIATE PARAGRAPH FRAME/OUTLINE

Thesis statement: _____

Evidence: _____

Spec. Evidence: _____

Evidence: _____

Spec. Evidence: _____

Analysis: _____

Concluding statement: _____

Note: Could include several more pieces of evidence with specific evidence.