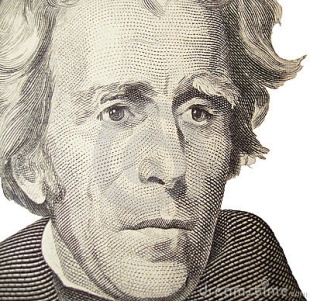
Fitzgerald Name –



Andrew Jackson – Good President or Bad President?

Andrew Jackson is a very controversial president. The word "**controversial**" means stirring up great controversy or debate. This means that people disagree with each other when they discuss what kind of a president Andrew Jackson was.

Your assignment is to show a basic understanding of this debate. Your goal is that by the end of your viewing, note-taking, and reading, discussion, and examination of my notes, you will be able to participate in a debate on whether he was a good president or a bad president and write a paragraph stating a position on the topic . You will not know what side you will be on in the debate until that day of the debate, so you must prepare for both sides.

To help you develop an understanding of Jackson, ***in class you will***

* view an *American Experience* episode on him, entitled "Good, Evil and the Presidency"

<https://www.youtube.com/watch?v=J_0dY6ThjxE>

* keep a chart while we are viewing the video of ideas supporting his being a good president and ideas supporting his being a bad president,
* discuss and ask questions about what you are are seeing in general,
* focus on key points in Jackson's presidency that can be used to argue he was a good or a bad president,
* review notes from the video I provide on the key topics.

***You will*** do the following for ***homework***, after we have viewed a portion of the video,

* **review notes the video notes I provide** on the key topics,
* **reexamine portions of the video** on the above website at home,
* **read about the topics covered in the book**,
* **view a CrashCourse video** on Jackson <https://www.youtube.com/watch?v=beN4qE-e5O8>
* **add to your growing chart** of good and bad points,
* possibly create a **final draft of your chart**, cleaning up and developing your thoughts
* **practice each day verbalizing thoughts you could make in the debate** on either side

On the **day of the debate**, you will in earn points for the ideas you offer.

* You will be put on either the good or bad side as you enter.
* I will introduce the discussion, and then any one may begin.
* No one will be called on. It is expected that students will listen to each other and follow naturally from each other.
* Students should discuss an idea that has been started, following the train of thought, not randomly jumping to another topic.
* The ideas do not have to go back and forth, as someone from the same side may support, add to, or clarify a point made by someone on the same side.
* Ideas can be stated more than once if they follow naturally from the points made and it would be logical to remind us all of the point, but points will not be awarded if an idea is simply repeated as if it had never been said.
* As a moderator, I may stop someone from interrupting other, encourage someone to clarify a point, help the discussion move on if it has stalled, note inaccuracies, and note if an point has already been made and is simply being repeated mistakenly.

After the debate in class,

* you will write a paragraph taking a stand on whether he was a good president or a bad president, providing two strong reasons and refuting a strong point often made by the other side.
* you will have only 20 minutes to write.
* you will write from memory.
  + You are welcome to prepare for this all along, planning and practicing writing it at home.
  + The grading sheet is below.
  + Graphic organizers will be available for planning.
  + Do not forget to plan for the time.

Paragraph Grading /15

* **Topic Sentence 2pts**
  + states position on topic
  + clear
  + not attached to developing details

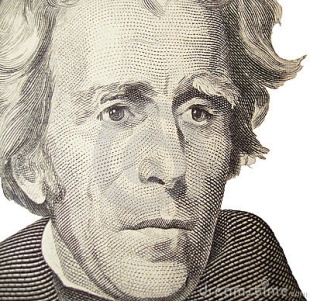
**Supporting Ideas**

* **Reason that supports your opinion 3 pts**
  + clearly stated in a separate sentence before being developed
  + developed by detail
    - details clear
    - details accurate
  + with clear explanation of how this detail supports your position
* **Reason that supports your opinion 3 pts**
  + clearly stated in a separate sentence before being developed
  + developed by detail
    - details clear
    - details accurate
  + with clear explanation of how this detail supports your position
* **An acknowledgement of a point that could be made by the other side 3 pts**
  + briefly stated
  + quickly refuted
  + clear
  + accurate
* **Concluding Thought about what makes a good president in general**, that follows from the ideas in your paragraph. **2 pts**
* **Reasonable Mechanics** - Writing shows a clear attempt at complete sentences and correct spelling and capitalization, although stray error may occur. **2 pts**

Finally you will participate in a class interpretation of political cartoons concerning three of the topics and then work with a group to write am interpretation of one of the cartoons.

Attached find a list of the key topics the video discusses and where you can find readings in the text to support each.

Fitzgerald Name –



Andrew Jackson – Good President or Bad President?

Key Topics:

|  |  |
| --- | --- |
| Topic in Film supported by Notes | Pages in Book that Address that Topic |
| Reaction to Election of 1824 | p. 350: circumstances of election throwing it into the House, influence of Henry Clay, Adams win, belief in a corrupt bargain against majority rule |
| People's President | p. 352: beliefs of Jackson's supporters w. wealthy, restart of two party politics, beginning of nominating conventions  pp. 353-4: working class supporters of Jackson's inauguration - the People's day or the rule of the mob? |
| Spoils System | p.354:description of the system, Jackson's defense of the system |
| Dealing with Threats of Nullification and Secession | pp.364-6: tariff crisis, arguments for nullification, arguments against, Jackson's dramatic toast, South Carolina threatens to secede, Jackson addresses threat of secession |
| Handling of Abolition Ideas | Not covered in book - only video notes |
| Indian Removal | Ch 10 Sec 4 "Indian Removal" - pp. 355-359 :Cherokee assimilation to some aspects of America culture, Supreme Court decision that only federal law can deal with Native issues, Indian Removal Act, Trail of Tears |
| War on the National Bank | pp. 362-3: work of Second National Bank, reasons some disliked bank, Jackson's view of bank, Biddle's request for early renewal and Jackson's veto, difficulty handling economy without a national bank |
| Jackson's Pet Banks and Financial Panic | Not covered in book - will give a copy of text from old book to support notes from video |