

THE FLAG WAS STILL THERE

The United States and Great Britain battled each other in the War of 1812. The British were already fighting with the French when the United States declared war. Great Britain fought two wars at the same time until France was defeated in 1814. Then, the full attention of the British armed forces was focused on the United States.

In August 1814, the British army attacked Washington, D.C. Only a small number of American soldiers protected the city, so it was captured easily. The British destroyed the capital of the United States. They burned many buildings, including the White House and the Capitol.

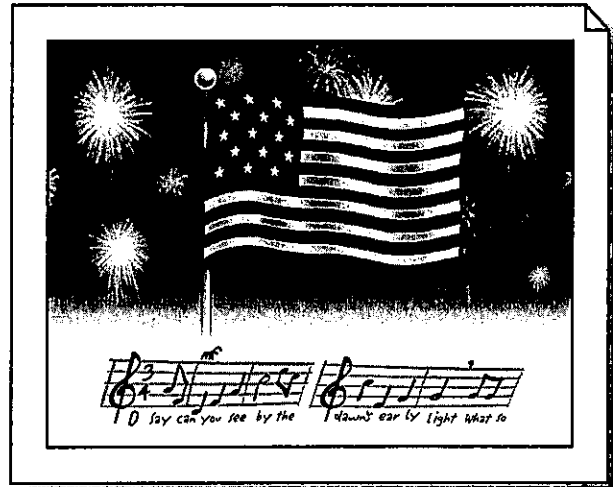
After Washington, D.C., was taken over, the British decided to attack Baltimore, Maryland. First, they planned to take over Fort McHenry, which guarded the entrance to Baltimore's harbor. Then, the British would invade the city. The Americans knew the British wanted to take over Baltimore, so they were ready.

Great Britain's large ships were too big to be in the shallow water near Fort McHenry. The British could not use cannons to attack the fort. Instead, they sent some small ships that were carrying rockets and bombs. On September 13, 1814, these ships fired on the fort all day and all night. The British also attacked the fort with ground troops. Though they tried everything, the British were not able to capture Fort McHenry.

Francis Scott Key, an American lawyer, was on a British ship during the attack on Fort McHenry. He was there to negotiate the release of an American prisoner. The British released the prisoner. However, the men could not leave the ship until after the battle.

Key watched the battle from the ship. He paid special attention to the American flag flying over the fort. Key knew that if the flag came down, it meant the British had won. Some of the bombs the British fired accidentally burst before they reached the fort. At night, the light from the "bombs bursting in air" helped Key see the flag.

In the morning, Key saw that the American flag still flew over the fort. The United States had won the battle. Key wrote a poem about the attack on Fort McHenry. The poem was later set to music. In 1931, Key's "The Star-Spangled Banner" became the national anthem of the United States.



THE FLAG WAS STILL THERE

Multiple Choice

Circle the best answer, and write the letter in the box.

1. The United States fought against _____ in the War of 1812.
A. Great Britain
B. France
C. Spain
D. Mexico
2. In August 1814, the British captured _____.
A. Baltimore
B. Boston
C. Washington, D.C.
D. New York
3. The British fired on _____ with rockets and bombs.
A. Fort Clatsop
B. Fort McHenry
C. Fort Sumter
D. none of the above
4. Francis Scott Key was _____ during the battle.
A. on board a British battleship
B. in jail
C. in Washington, D.C.,
D. inside Fort McHenry
5. Key was inspired by the battle to write a song called "_____."
A. America the Beautiful
B. My Country 'Tis of Thee
C. The Star-Spangled Banner
D. The Battle Hymn of the Republic

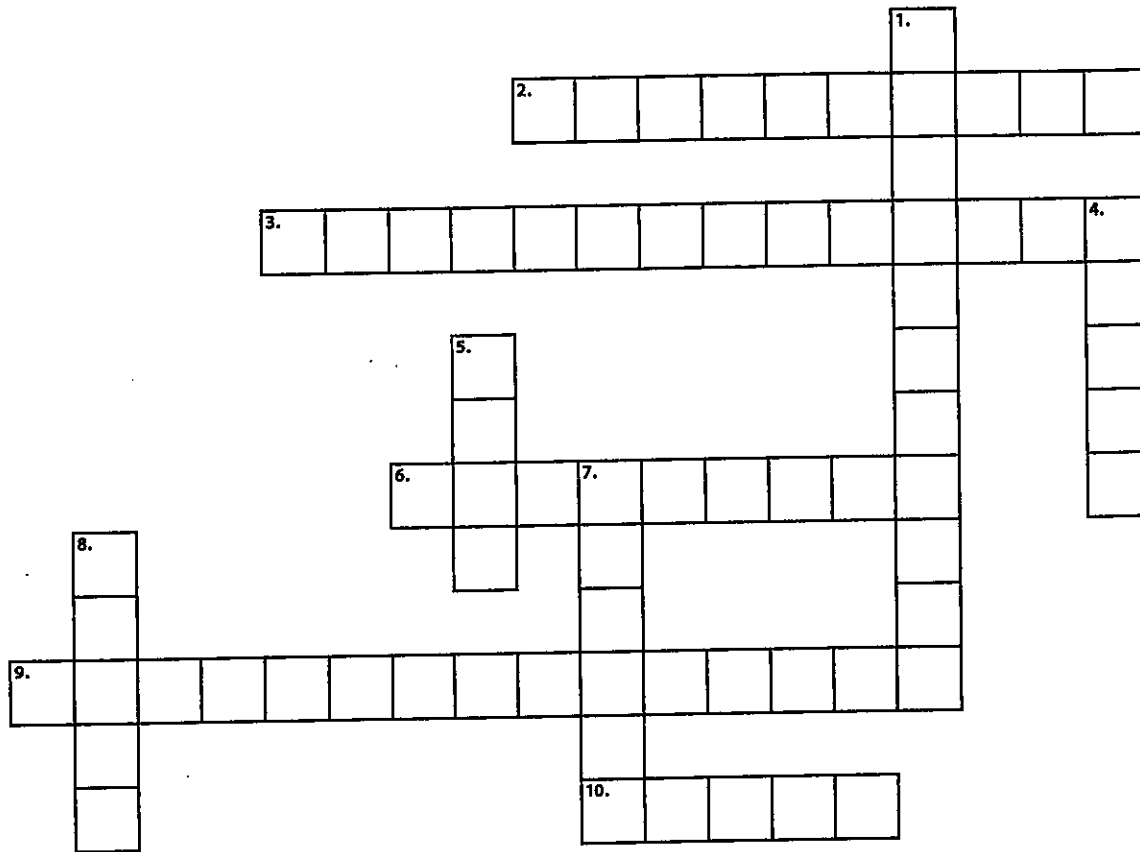
Name:

Date:

THE FLAG WAS STILL THERE

Crossword Puzzle

Write the best answer in each blank, and complete the crossword puzzle.



ACROSS

- The British burned down the _____ and other buildings in Washington, D.C.
- In 1931, "The Star-Spangled Banner" became the _____.
- Fort McHenry guarded the entrance to _____.
- "The Star-Spangled Banner" was written by _____.
- The large British _____ were too big for the shallow water near Fort McHenry.

DOWN

- Key wrote about the attack on _____.
- Key's poem, "The Star-Spangled Banner," was later set to _____.
- An American _____ flew over Fort McHenry during the battle.
- The British attacked the fort with rockets, bombs, and ground _____.
- At night, Key could see the flag when the bombs _____ before they hit the fort.

THE FLAG WAS STILL THERE

Song – The National Anthem

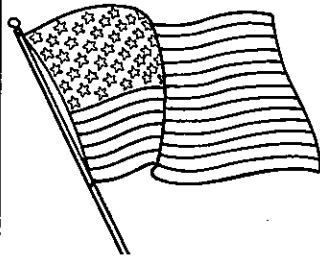
Use the words of "The Star-Spangled Banner" to answer the following questions. Write the answers in complete sentences.

Oh, say can you see, by the dawn's early light,

What so proudly we hailed at the twilight's last gleaming?

Whose broad stripes and bright stars, through the perilous fight,

O'er the ramparts we watched, were so gallantly streaming?



And the rockets' red glare, the bombs bursting in air,

Gave proof through the night that our flag was still there.

O say, does that star-spangled banner yet wave

O'er the land of the free and the home of the brave?



1. Rewrite the first two lines of the song in your own words.

2. How did the "rockets' red glare" and "bombs bursting in air" prove that the flag still flew over Fort McHenry?

3. Why was it important for the flag to keep flying over Fort McHenry?

Name:

Date:

QUIZ: THE FLAG WAS STILL THERE

True/False

Decide if each statement is true or false, and write "true" or "false" in the blank.

- _____ 1. The United States fought against Great Britain in the War of 1812.
- _____ 2. The White House was burned down during the War of 1812.
- _____ 3. Francis Scott Key wrote a poem about the attack on Washington, D.C.
- _____ 4. Key watched the battle from inside the fort.
- _____ 5. "America the Beautiful" is the national anthem.

Multiple Choice

Circle the best answer, and write the letter in the box.

6. In August 1814, _____ forces attacked Washington, D.C.
- A. British
 - B. French
 - C. American
 - D. Spanish
7. Fort McHenry was attacked by _____.
- A. ground troops
 - B. rockets
 - C. bombs
 - D. all of the above

Short Answer

Answer the following question in complete sentences.

8. What did it mean if the flag stopped flying over Fort McHenry?

THE MONROE DOCTRINE

As soon as explorers discovered the Americas, European countries sent people to build colonies. Latin America, which includes South and Central America, was home to many Spanish colonies. Brazil belonged to Portugal. After the United States won the American Revolution, Latin Americans started thinking about their own freedom.

Colonists in Latin America decided to follow the example of the United States. By 1822, most of Spain's colonies in the Americas had declared independence. At the same time, Brazil broke away from Portugal. Each of these Latin American colonies won its fight to become a free country.

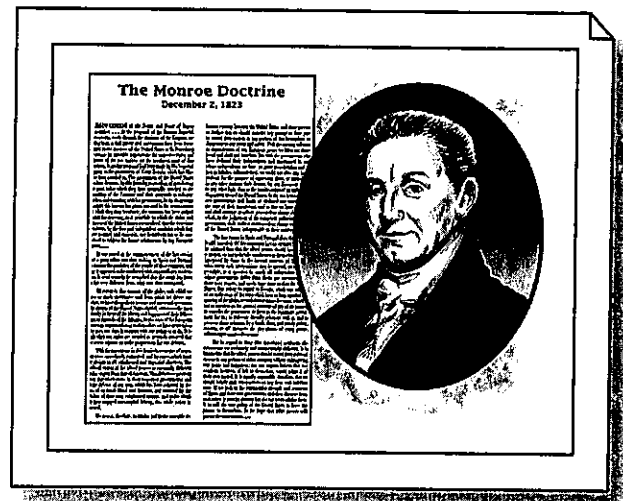
The United States was happy that Latin America followed its example. Now, the new countries would be able to trade with the United States. When Spain was in charge, the United States was not allowed to trade with them. After the countries became free, President Monroe established good relationships with the leaders of their governments.

Great Britain was also glad that the Spanish colonies were free. The British also wanted to trade with the new countries. However, they worried that other European countries might help Spain get its colonies back. The United States was asked to join Great Britain in making a speech. Together, they would say that no country should help Spain take back its colonies. Also, Great Britain and the United States would promise not to take over the new countries.

Although American leaders liked Great Britain's plan, they wanted to speak for themselves. The United States told Great Britain that it would make its own statement. On December 2, 1823, President Monroe presented the Monroe Doctrine to Congress.

Monroe said no more European colonies could be started in North or South America. Any new colonies would be considered "dangerous to our peace and safety." Monroe said that the United States might go to war to stop these colonies from forming. Europe had to leave the Americas alone. In return, the United States would stay out of Europe's business.

Other countries took President Monroe seriously only because the United States was friends with Great Britain. Nobody wanted to fight against Great Britain's powerful military. Because of the Monroe Doctrine, the United States became a powerful leader in the western hemisphere.



THE MONROE DOCTRINE

Multiple Choice

Circle the best answer, and write the letter in the box.

1. Brazil belonged to _____.

- A. the United States
- B. France
- C. Spain
- D. Portugal

2. _____ would not let the United States trade with its Latin American colonies.

- A. Spain
- B. France
- C. Great Britain
- D. none of the above

3. _____ asked the United States to join it in making a speech.

- A. Spain
- B. Portugal
- C. Great Britain
- D. Mexico

4. The Monroe Doctrine said _____.

- A. no more European colonies could be started in the Americas
- B. Europe must leave the Americas alone
- C. the United States would stay out of Europe's business
- D. all of the above

5. Because of the Monroe Doctrine, the United States became a powerful leader in the _____ hemisphere.

- A. northern
- B. southern
- C. western
- D. eastern



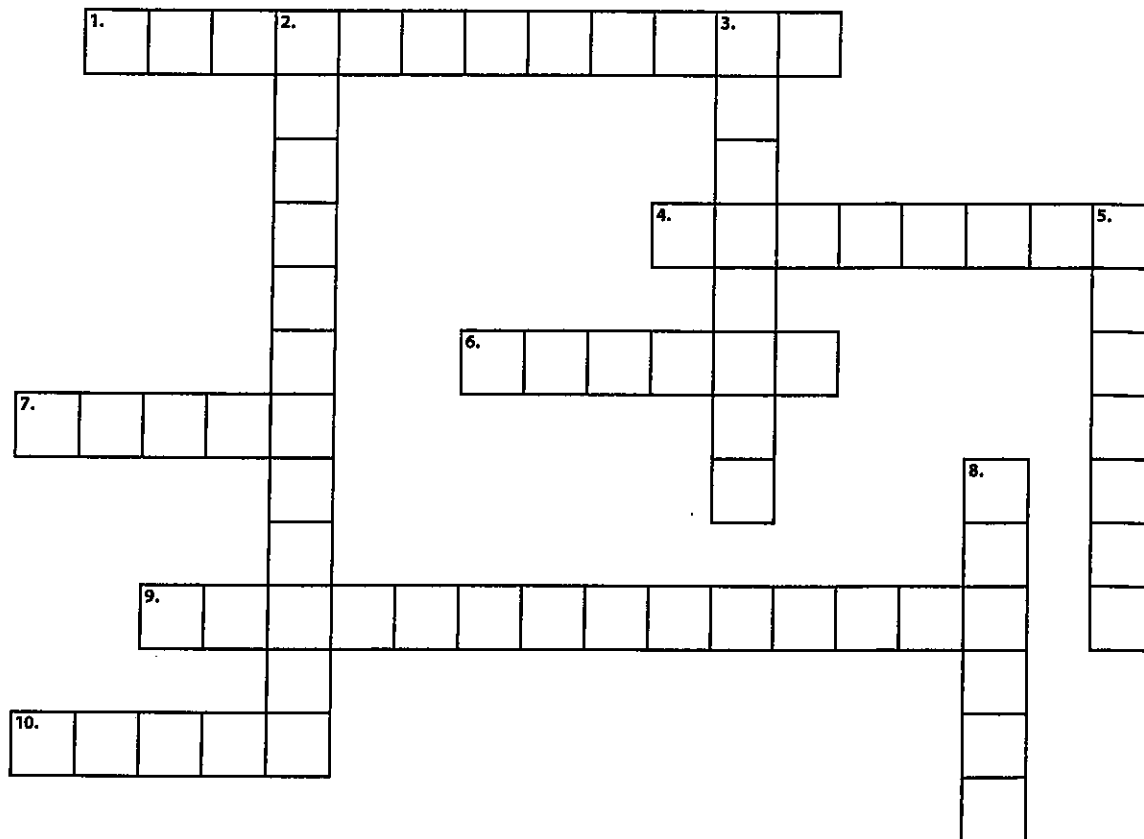
Name:

Date:

THE MONROE DOCTRINE

Crossword Puzzle

Write the best answer in each blank, and complete the crossword puzzle.



ACROSS

- _____ includes South and Central America.
- Brazil won its freedom from _____.
- _____ and other Latin American colonies declared independence in the 1820s.
- Most of the colonies in Latin America were owned by _____.
- The _____ said no more colonies could be started in the Americas.
- The United States wanted to _____ with the Latin American colonies.

DOWN

- Monroe established relationships with the Latin American colonies after they won their _____.
- The Latin American _____ followed the example of the United States.
- American _____ liked Great Britain's plan, but they wanted to speak for themselves.
- Great Britain wanted to make a _____ saying that no country should help Spain take back its colonies.

THE MONROE DOCTRINE

Map – Independent Latin American Countries

Use the map to answer the following questions. Write the answers in complete sentences.



1. Which Latin American country was once owned by Portugal?

2. What are three Latin American countries that were once owned by Spain?

3. Which ocean borders the western coast of Latin America?

Name:

Date:

QUIZ: THE MONROE DOCTRINE

True/False

Decide if each statement is true or false, and write "true" or "false" in the blank.

- _____ 1. Britain would not let the United States trade with its colonies.
- _____ 2. Monroe said no more European colonies could start in the Americas.
- _____ 3. Brazil won its freedom from Portugal.
- _____ 4. Monroe established relationships with the new countries.
- _____ 5. France became a powerful leader in the western hemisphere.

Multiple Choice

Circle the best answer, and write the letter in the box.

6. The Latin American colonies declared independence in the early _____.
- A. 1600s
 - B. 1770s
 - C. 1820s
 - D. 1920s
7. Great Britain asked _____ to join it in making a speech.
- A. Spain
 - B. the United States
 - C. Portugal
 - D. Mexico

Short Answer

Answer the following question in complete sentences.

8. What are two things the Monroe Doctrine said about colonies in the Americas?

A GROWING NATION

In the 1800s, many Americans were expansionists. These people wanted to make the country larger. They thought the United States needed more land because the population was getting bigger.

American expansionists believed the United States should own all the land between the Atlantic and Pacific Oceans. They thought it was their right. This belief is called Manifest Destiny.

As Americans moved west, they formed new states. Texas became a state in 1845. The United States and Mexico argued about where the borders of Texas should be. Because the two countries also disagreed about other things, they fought the Mexican War.

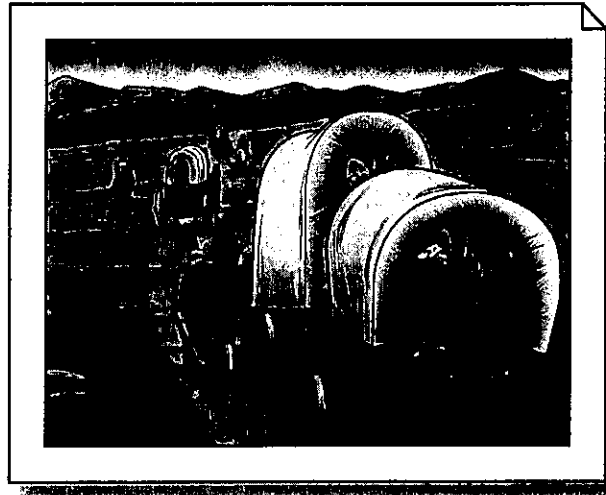
The United States won the war. In 1848, the two countries signed the Treaty of Guadalupe Hidalgo. It said the United States now owned a lot of Mexico's land. This land included present-day California, Nevada, and Utah. The United States also got parts of Wyoming, Colorado, Arizona, and New Mexico.

In 1846, the United States signed a treaty with Great Britain. This paper gave the United States the area that makes up Oregon, Washington, and Idaho. It also gave the United States parts of Montana and Wyoming. After 1848, the land between the Atlantic and Pacific Oceans belonged to the United States. Americans had thousands of square miles to settle.

People had started moving west in the 1840s. Many went to Oregon. They took the Oregon Trail, which was a road for wagons. The road started in Missouri and was 2,000 miles long. Groups of people traveled together because it was safer and easier than going alone. It was still a hard trip, and many people died along the way.

Gold was found in California in 1848. The Gold Rush started. Over 80,000 people went to California to get rich. They came from the United States and all over the world. These people were called Forty-Niners because they moved to California in 1849.

American expansionists were happy. The country had started with 13 colonies and now covered half a continent. People were settling the new land. The United States was becoming large and powerful.



A GROWING NATION

Multiple Choice

Circle the best answer, and write the letter in the box.

1. In the 1800s, Americans moved _____ and formed new states.
- A. north
 - B. south
 - C. east
 - D. west
2. The United States and Mexico argued over where the borders of _____ should be.
- A. the Louisiana Territory
 - B. Texas
 - C. Oregon
 - D. California
3. In 1846, the United States signed a treaty with _____ to get the area that makes up Oregon, Washington, Idaho, and parts of Montana and Wyoming.
- A. Canada
 - B. Mexico
 - C. Great Britain
 - D. France
4. The Oregon Trail started in Missouri and was _____ miles long.
- A. 100
 - B. 2,000
 - C. 500
 - D. 20,000
5. The Forty-Niners moved to California _____.
- A. during the Gold Rush
 - B. to get rich
 - C. from the United States and all over the world
 - D. all of the above

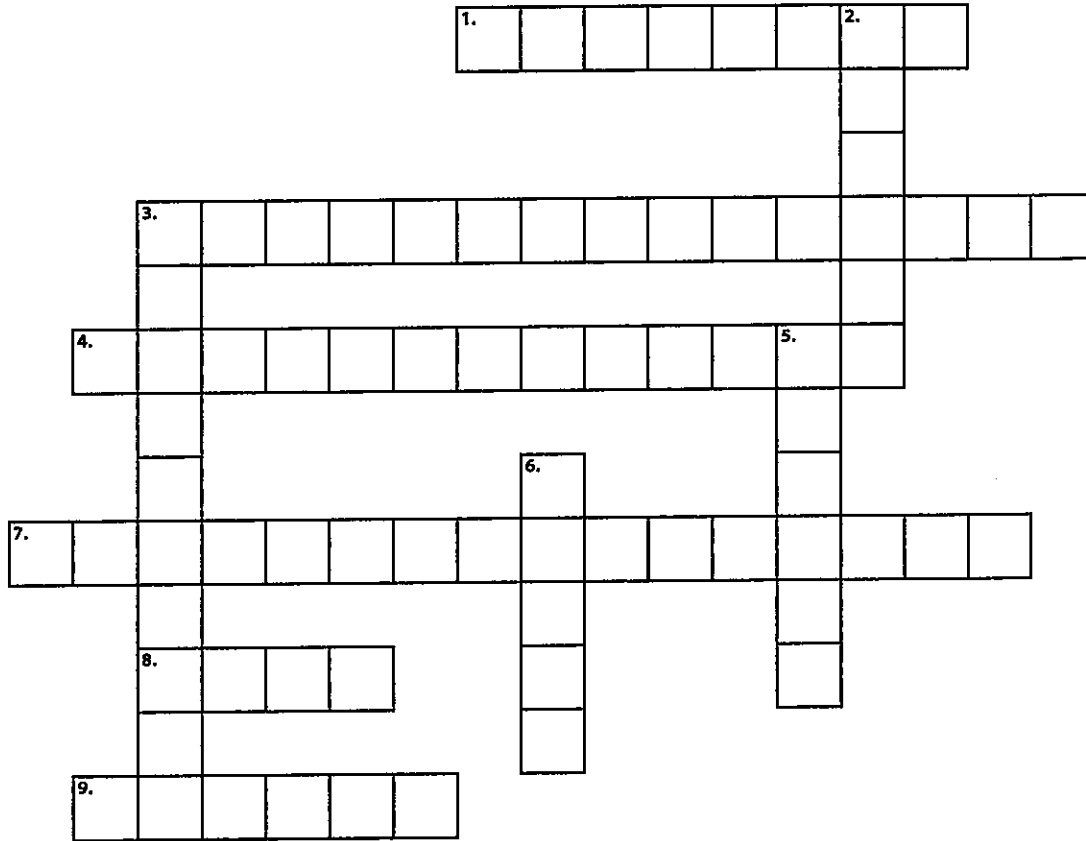
Name:

Date:

A GROWING NATION

Crossword Puzzle

Write the best answer in each blank, and complete the crossword puzzle.



ACROSS

1. People moved to California to find gold during the _____.
3. The belief that it is America's right to own all the land between the Atlantic and Pacific Oceans is called _____.
4. American _____ thought the United States needed more land.
7. The Treaty of _____ was signed at the end of the Mexican War.
8. As Americans moved _____, they formed new states.
9. _____ of people traveled along the Oregon Trail.

DOWN

2. The Treaty of Guadalupe Hidalgo gave the United States land that makes up seven present-day _____.
3. The United States won the _____.
5. The United States signed a _____ with Great Britain to get Oregon.
6. _____ became a state in 1845.

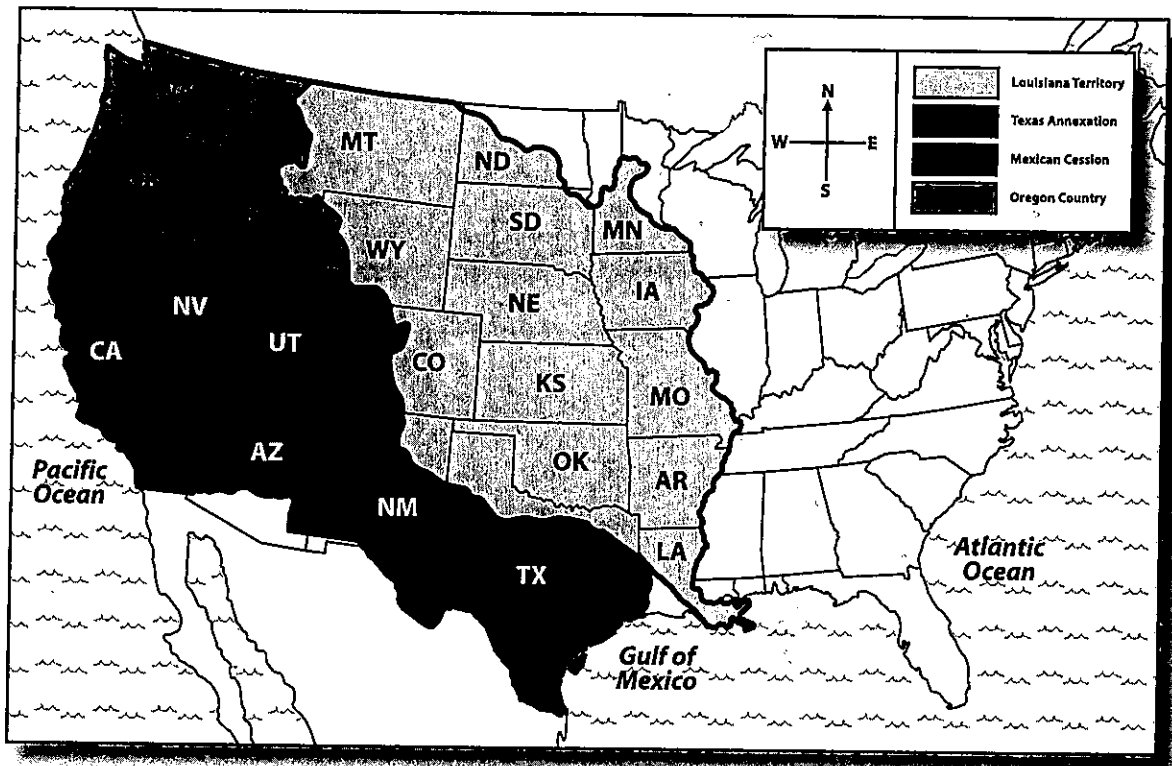
Name:

Date:

A GROWING NATION

Map – U.S. Expansion

Use the map to answer the following questions. Write the answers in complete sentences.



1. Land given to the U.S. by the Treaty of Guadalupe Hidalgo is called the Mexican Cession. Which states were part of the Mexican Cession?

2. Which present-day states were part of the Oregon Country?

3. What are two states that were part of the Texas Annexation?

Name:

Date:

QUIZ: A GROWING NATION

True/False

Decide if each statement is true or false, and write "true" or "false" in the blank.

- _____ 1. In the 1800s, Americans moved east and formed new states.
- _____ 2. The United States signed a treaty with Great Britain to get Oregon.
- _____ 3. The Forty-Niners moved to California during the Gold Rush.
- _____ 4. The Treaty of Paris was signed at the end of the Mexican War.
- _____ 5. People traveled on the Oregon Trail in groups.

Multiple Choice

Circle the best answer, and write the letter in the box.

6. The Oregon Trail started in _____ and was 2,000 miles long.
 - A. Missouri
 - B. Oregon
 - C. Wyoming
 - D. Texas
7. _____ won the Mexican War.
 - A. Texas
 - B. Mexico
 - C. The United States
 - D. Canada

Short Answer

Answer the following question in complete sentences.

8. Expansionists believed in Manifest Destiny. What land did they think the United States had the right to own?

The Homestead Act
May 20, 1862

AN ACT to secure homesteads to actual settlers on the public domain.

Sec. 2. And be it further enacted, That the person applying for the benefit of this act shall, upon application to the register of the land office in which he or she is about to make such entry, make affidavit before the said register or receiver that he or she is the head of a family, or is twenty-one years or more of age, or shall have performed service in the army or navy of the United States, and that he has never borne arms against the Government of the United States or given aid and comfort to its enemies, and that such application is made for his or her exclusive use and benefit, and that said entry is made for the purpose of actual settlement and cultivation, and not either directly or indirectly for the use or benefit of any other person or persons whomsoever; and upon filing the said affidavit with the register or receiver, and on payment of ten dollars, he or she shall thereupon be permitted to enter the quantity of land specified: Provided, however, That no certificate shall be given or patent issued therefor until the expiration of five years from the date of such entry; and if, at the expiration of such time, or at any time within two years thereafter, the person making such entry; or, if he be dead, his widow; or in case of her death, his heirs or devisee; or in case of a widow making such entry, her heirs or devisee, in case of her death; shall prove by two credible witnesses that he, she, or they have resided upon or cultivated the same for the term of five years immediately succeeding the time of filing the affidavit aforesaid, and shall make affidavit that no part of said land has been alienated, and that he has borne true allegiance to the Government of the United States; then, in such case, he, she, or they, if at that time a citizen of the United States, shall be entitled to a patent, as in other cases provided for by law: And provided, further, That in case of the death of both father and mother, leaving an infant child, or children, under twenty-one years of age, the right and fee shall inure to the benefit of said infant child or children; and the executor, administrator, or guardian may, at any time within two years after the death of the surviving parent, and in accordance with the laws of the State in which such children for the time being have their domicile, sell said land for the benefit of said infants, but for no other purpose; and the purchaser shall acquire the absolute title by the purchase, and be entitled to a patent from the United States, on payment of the office fees and sum of money herein specified.

Source: Homestead Act of 1862, Our Documents, www.ourdocuments.gov.



Name:

Period:

Date:

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Homestead Act excerpt

That the person applying for the benefit of this act shall, upon application to the register of the land office in which he or she is about to make such entry, make affidavit before the said register or receiver that he or she is the head of a family, or is twenty-one years or more of age, or shall have performed service in the army or navy of the United States, and that he has never borne arms against the Government of the United States or given aid and comfort to its enemies, and that such application is made for his or her exclusive use and benefit, and that said entry is made for the purpose of actual settlement and cultivation, and not either directly or indirectly for the use or benefit of any other person or persons whomsoever; and upon filing the said affidavit with the register or receiver, and on payment of ten dollars, he or she shall thereupon be permitted to enter the quantity of land specified:

Key words that describe the offer:

Blank lines for writing key words.

Using key words from the document, describe the conditions a person must meet to receive the land:

Blank lines for describing conditions.

The Pacific Railway Act
July 1, 1862

An Act to aid in the Construction of a Railroad and Telegraph Line from the Missouri River to the Pacific Ocean. . . .

Be it enacted, That [names of corporators]; together with five commissioners to be appointed by the Secretary of the Interior . . . are hereby created and erected into a body corporate and politic in deed and in law, by the name, style, and title of "The Union Pacific Railroad Company" . . . and the said corporation is hereby authorized and empowered to lay out, locate, construct, furnish, maintain, and enjoy a continuous railroad and telegraph with the appurtenances, from a point on the one hundredth meridian of longitude west from Greenwich, between the south margin of the valley of the Republican River and the north margin of the valley of the Platte River, in the Territory of Nebraska, to the western boundary of Nevada Territory, upon the route and terms hereinafter provided . . .

Sec. 2. And be it further enacted, That the right of way through the public lands be . . . granted to said company for the construction of said railroad and telegraph line; and the right . . . is hereby given to said company to take from the public lands adjacent to the line of said road, earth, stone, timber, and other materials for the construction thereof; said right of way is granted to said railroad to the extent of two hundred feet in width on each side of said railroad where it may pass over the public lands. . . . The United States shall extinguish as rapidly as may be the Indian titles to all lands falling under the operation of this act . . .

Sec. 3. And be it further enacted, That there be . . . granted to the said company, for the purpose of aiding in the construction of said railroad and telegraph line, and to secure the safe and speedy transportation of mails, troops, munitions of war, and public stores thereon, every alternate section of public land, designated by odd numbers, to the amount of five alternate sections per mile on each side of said railroad, on the line thereof, and within the limits of ten miles on each side of said road . . . Provided, That all mineral lands shall be excepted from the operation of this act; but where the same shall contain timber, the timber thereon is hereby granted to said company . . .

Source: Pacific Railway Act of 1862, Our Documents, www.ourdocuments.gov.

Pacific Railway Act excerpt

An Act to aid in the Construction of a Railroad and Telegraph Line from the Missouri River to the Pacific Ocean. . . .

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Key words and provisions of the act:

Sec. 2. And be it further enacted, That the right of way through the public lands be . . . granted to said company for the construction of said railroad and telegraph line; and the right . . . is hereby given to said company to take from the public lands adjacent to the line of said road, earth, stone, timber, and other materials for the construction thereof; said right of way is granted to said railroad to the extent of two hundred feet in width on each side of said railroad where it may pass over the public lands. . . . The United States shall extinguish as rapidly as may be the Indian titles to all lands falling under the operation of this act . . .

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Key words and provisions of the act:

What was the impact of this railway act? How did it make change more possible?:

Empty response box for the question: "What was the impact of this railway act? How did it make change more possible?:"



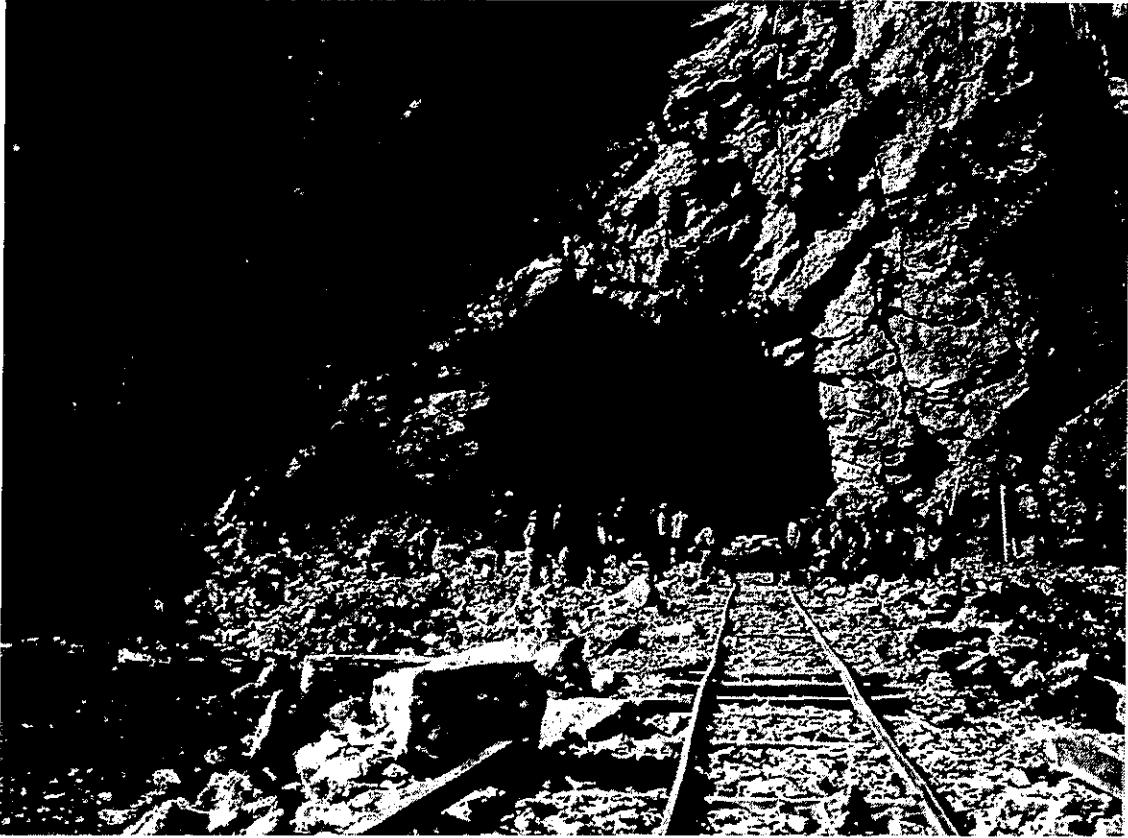
Photographs and Other Images



Joining of the Rails, Promontory Summit, Utah, May 10, 1869, by Andrew J. Russell (Gilder Lehrman Institute, GLC04481.01)



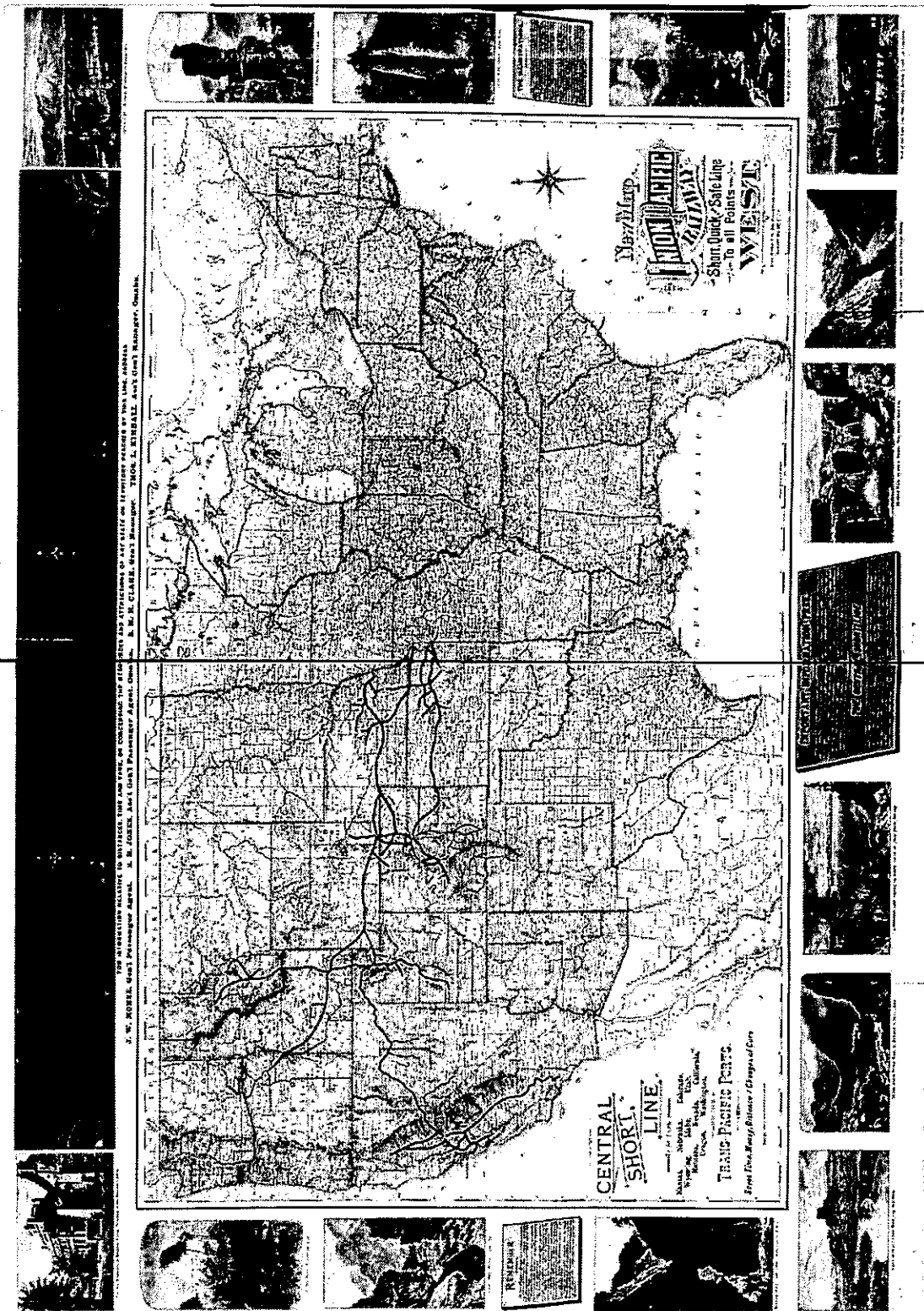
Union Pacific Railroad officers at Promontory Point, Utah, May 10, 1869, photograph by Andrew J. Russell. (Gilder Lehrman Institute of American History, GLC04481.05)



"East End of Tunnel, Weber Valley," Plate 39, *The Great West Illustrated*, by Andrew J. Russell, 1869 (Gilder Lehrman Institute of American History, GLC04348)



"Work on the Last Mile of the Pacific Railroad—Mingling of European with Asiatic laborers," sketched by Alfred R. Waud, *Harper's Weekly*, May 29, 1869. (Gilder Lehrman Institute of American History, GLC01733.11)



New Map of the Union Pacific Railway, Rand McNally and Company, Chicago, 1883 (Library of Congress Geography and Map Division, Washington, DC, G3701.P3 1883 .R36 RR 595)

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Covers, Union and Central Pacific Railroad Line. The Great American Over-land Route, Rand, McNally & Co., Chicago, 1879. (Cartography Associates, David Rumsey Map Collection, under Creative Commons 3.0)

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"Indian viewing railroad from top of Palisades. 435 miles from Sacramento," by Alfred Hart, ca. 1865–1869 (Library of Congress Prints and Photographs Division, LC-USZ62-50744)



"Dutch Flat, Placer County. 67 miles from Sacramento," photograph by Alfred Hart, ca. 1865–1869.
(Library of Congress Prints and Photographs Division, LC-USZ62-56969)



"American Progress: Westward the Course of Destiny," by George A. Crofutt after a painting by John Gast, 1873 (Library of Congress Prints and Photographs Division, LC-USZC2-1332)

Name-

Period-

Date-

Image Analysis Worksheet

Image # 1

Picture subject:

Details and significance:

Message of photograph supported by evidence:

Image # 2

Picture subject:

Details and significance:

Message of photograph supported by evidence:



Name-

Period-

Date-

Image Analysis Worksheet

Image # 1

Picture subject:

Details and significance:

Message of photograph supported by evidence:

Image # 2

Picture subject:

Details and significance:

Message of photograph supported by evidence:





The Missouri Compromise and the Nullification Crisis

Student Name _____ Date _____

Worksheet II for the Missouri Compromise Interactive Map

Question	Answer
What changes did the Missouri Compromise bring to the U. S. map?	
How did the Missouri Compromise solve the problem of keeping the balance of power in the Senate between free and slave states?	
What territory was added to the slave side?	
What territory was to be kept free of slavery?	
What did the South stand to gain as a result of the Compromise? What did the South stand to lose?	

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<p>Why would the South begin to look to the land to the west of the borders of the U.S., in what was then part of Mexico?</p>	
<p>Could either side be considered the winner in this compromise? Why or why not?</p>	

Name: _____ Class: _____

Andrew Jackson Reading

DIRECTIONS: Please read the following passages and documents regarding Andrew Jackson's presidency. Answer questions 1-10 utilizing the information in the text and in complete sentences. You must also underline the answers directly in the text. For questions 11-15, please use the documents to help you answer the corresponding questions in complete sentences.

Andrew Jackson had become a respected figure in the United States after his decisive victory at the Battle of New Orleans during the War of 1812. His resilience as a military leader earned him the nickname, *Old Hickory*. Jackson was also known to Americans as the *Common Man*. Unlike previous presidential candidates, Jackson was born west of the Appalachian Mountains into a less fortunate home. This made him relatable and inspiring to most Americans, and brought hope that ordinary citizens could have an impact in the United States government.

1. Why was Andrew Jackson known as the *Common Man*?

After his controversial loss in the 1824 presidential election, Jackson and his supporters formed the Democrat party and campaigned throughout the United States to ensure that he would win the 1828 election, which he did. During the 1828 presidential election, voting rights had been expanded and more people voted than ever before. No longer did males have to own land to vote in presidential elections. The hope of Jackson becoming president and his campaign efforts encouraged more men to take advantage of their new voting opportunities than ever before. Therefore, in the election of 1828, approximately 1.1 million people voted in comparison with 350,000 voters in the election of 1824. In 1829, Andrew Jackson, with an intense belief of true democracy, was inaugurated as the President of the United States.

2. Andrew Jackson was the leader of what political party?

3. How did Andrew Jackson encourage more people to vote in the presidential election?

Continuing his quest to create a strong national government ruled by the people and their needs, Jackson instituted a spoils system. A spoils system is the practice of rewarding supporters with government jobs. Jackson replaced an estimated 10% of government officials with his supporters, despite their experience in the government. He even appointed many inexperienced supporters with

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Cabinet positions. According to Jackson, he wanted to provide ordinary citizens with the opportunity to take part in the government.

4. Define spoils system.

Prior to his inauguration, Jackson already opposed the National Bank. He believed that the National Bank was unconstitutional and that it was only beneficial for the wealthy, including the bank's president, Nicholas Biddle. The National Bank was first chartered under Washington, and its' charter was renewed under Madison. The bank's charter was up for renewal again as Jackson was running for re-election. Although many supporters of the bank believed that Jackson would approve the renewal in order to ensure his re-election, Jackson vetoed the bank bill and closed the National Bank. The bank veto was the first presidential veto utilized on a government law/action that was not deemed unconstitutional. Under Washington, the National Bank was proven constitutional as part of the Elastic Clause (Necessary and Proper Clause). As a result, many supporters of the National Bank view Jackson's veto as an abuse of his presidential powers.

5. Why did Andrew Jackson oppose the National Bank?

6. How did Jackson close the National Bank?

In addition to the controversy that surrounded the bank veto, Jackson's use of power was also criticized in 1830 with his approval of the Indian Removal Act. For years, Native Americans had been displaced from the land they had inhabited for decades. Despite territory treaties signed between Americans and Native Americans, Americans felt entitled to the land. Many Native American tribes living in newly acquired Florida attempted to resist displacement from their land, and even were supported by the Supreme Court. In 1828, the Supreme Court decided that the Native Americans' right to stay in their land was protected under the Constitution. This case was known as *Worcester vs. Georgia*. However, despite the Supreme Court ruling, Andrew Jackson was determined to rid the Native Americans of Florida and provide American farmers with more economic opportunity. In 1830, with Jackson's approval, Congress passed the Indian Removal Act, which forced Native Americans to relocate to designated territory west of the Mississippi River. Native American tribes, including the Cherokee, refused to comply with the Indian Removal Act because of the support of the Supreme Court. Nevertheless, in 1838 Jackson sent the military to Florida to forcefully remove the Cherokee from Florida. The forced removal of over 15,000 Cherokee west of the Mississippi River became known as the Trail of Tears because of the thousands of Cherokee that died throughout the journey

west. Critics of Jackson considered the Indian Removal Act to be an abuse of power by Jackson, because he directly went against the decision made by the Supreme Court.

7. What decision was made as a result of the *Worcester vs. Georgia* Supreme Court case?

8. What was the Indian Removal Act?

9. Why was the Indian Removal Act considered to be controversial?

10. What was the Trail of Tears?

Use the document below to help you answer questions 11 and 12.

11. In the document below, Andrew Jackson is holding the presidential power of a veto in his hand. Identify a controversial veto that Jackson used during his presidency.

12. In this document, Andrew Jackson is depicted as king. Identify and explain one action or decision made by Jackson that would lead his critics to compare him to a king.



Use the document below to help you answer question 13.

Worcester vs. Georgia-1828

The Cherokee nation... is a[n] [individual] community, occupying its own territory... in which the laws of Georgia have no force [to make the tribe leave].... The [actions] of Georgia are [disgusting] to the Constitution, laws, and treaties of the United States. They interfere forcibly with the relations established between the United States and the Cherokee Nation, the regulation of which according to the settled principles of our Constitution, are committed exclusively to the government of the [United States of America].

Marshall, C.J., Opinion of the Court,
Supreme Court of the United States. 31 U.S. 515

13. What decision did the Supreme Court make in the *Worcester vs. Georgia* case?

Use the document below to help you answer questions 14 and 15.

14. According to the map, what Native American tribes were forced to leave Florida and relocate west of the Mississippi River?

15. What law passed by Congress, under Andrew Jackson, forced the Native American tribes to relocate west of the Mississippi River?

