Historical Question: Evaluate the influence of Jacksonian Democracy on political and social sectionalism in American society from 1824 – 1860.

**Jacksonian Democracy DBQ**

**DBQ Question:** Evaluate the influence of Jacksonian Democracy on political and social sectionalism in American society from 1824 – 1860.

**Introduction to DBQ:**
The period in United States history commonly referred to as the period of “Jacksonian Democracy” proved to be a period of change in part through increased voter participation. It also proved to be a time when the federal government found itself at the forefront of implementing change regardless of how it affected various regions of our country. Many believe that this helped move us down the road of sectionalism and eventually into the Civil War.

**Historical Thinking Skills:**
To implement this DBQ activity, students will have to utilize several historical thinking skills. However, use your judgement as to how in-depth you want your student’s historical writing skills to be developed. The main difference between the College Prep and AP US History courses is in the way students approach the subject matter. In College Prep, students are expected to become proficient in their knowledge of US History and how different events are interconnected, whereas AP US requires students to not only learn about the same events, but also encourages students to become “apprentice historians”. The primary means of attaining that goal is to get students to write like historians.

1. **Causation:** Thinking about causation involves the ability to identify, analyze, and evaluate relationships among many historical events as both causes and effects. Historians often try to distinguish between immediate, proximate, and long term-causes and effects. Some events and conditions may have some correlation without proof of a direct causal relation while others are only coincidental or without a relationship.

2. **Patterns of Continuity and Change Over Time:** Thinking about continuity and change over time involves the ability to recognize, analyze, and evaluate the dynamics of history over periods of time of varying lengths. It often involves discovering patterns. The study of themes in history is often the tool of choice to understand change over time.

3. **Periodization:** Periodization involves the ability to analyze and organize history into blocks of time or periods. Historical periods are frequently identified as starting or ending with significant turning points, such as the start or end of a war. However, while historians recognize periodization as a handy tool in the organization of history in meaningful ways, the choice of specific dates depends on what the historian considers most significant, such as some political, economic, social, or cultural theme. Historical thinking involves not only being aware of how a historian’s point of view will shape choices about periodization but how periodization can change a historical narrative from political to an economic or foreign affairs perspective.

4. **Contextualization:** Thinking about contextualization involves the skill to see how a specific event or development fits into the context of larger and broader historical developments, often on the national or global level. For example, American historians have tried to understand the anti-slavery movement in the US in the context of 19th-century
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- efforts by nations in Europe and Latin American to end slavery and even the movement to end serfdom in Russia, as well as how long it took to achieve equality after liberation.

5. **Historical Argumentation:** Argumentation involves the ability to analyze a question and to address that question through the construction of a plausible and persuasive argument. Historical argumentation requires a focused and analytical thesis, supported by relevant historical evidence. The skill also involves the ability to evaluate the arguments and supporting evidence used by others.

6. **Appropriate Use of Relevant Historical Evidence:** Use of evidence involves the ability to evaluate evidence from diverse sources, written primary and secondary sources, art and illustrations, artifacts, maps, and statistical data. Students need to be able to analyze evidence in terms of content but also (1) author’s point of view, (2) intended audience of document, (3) purpose of document, and (4) historical context. This skill also involves the ability to make inferences and draw conclusions, while recognizing the limitations or errors in the source.

7. **Interpretation:** Historical interpretation involves the ability to describe, analyze, and evaluate diverse interpretations of historical sources, and the skill to construct one’s own interpretation. This thinking skill also involves understanding how particular circumstances and perspectives shape historians’ interpretations. The skill challenges people to avoid interpreting the past in terms of the present and to recognize the tentative nature if many judgments about the past.

8. **Synthesis:** Historical synthesis involves applying all of the other historical thinking skills, as well as drawing and fusing knowledge and methods from diverse sources and disciplines to develop a persuasive understanding of the past. Synthesis also involves working to combine diverse and contradictory evidence to avoid a one-sided or narrow interpretation of the past.


**South Carolina High School Social Studies Standards:**

**Standard USHC-2:** The student will demonstrate an understanding of how economic developments and the westward movements affected regional differences and democracy in the early nineteenth century.

**Enduring Understanding:** Political conflict is often the result of competing social values and economic interests. To understand how different perspectives based on differing interests and backgrounds led to political conflict in the antebellum United States, the student will utilize the knowledge and skills set forth in the following indicators:

**Indicators:**

1. **USHC – 2.1:** Summarize the impact of westward movement on nationalism and democracy including the expansion of the franchise, the displacement of Native Americans from the southeast and conflicts over states’ rights and federal power during the era of Jacksonian democracy as the result of major land acquisitions such as the Louisiana Purchase, the Oregon Treaty, and the Mexican Cession.
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2. USHC – 2.3: Compare the economic development if different regions (the South, the North, and the West) of the United States during the early nineteenth century, including ways that economic policy contributed to political controversies.

3. USHC – 2.4: Compare the social and cultural characteristics of the North, the South, and the West during the antebellum period, including the lives of African Americans and social reform movements such as abolition and women’s rights.

Source: http://ed.sc.gov/instruction/standards-learning/social-studies/standards/

Depth of Knowledge Level:
Level 4: Extended Reasoning:
If you have not utilized Webb’s Depth of Knowledge Levels for Social Studies, please review this chart to familiarize yourself with this strategy. http://www.rgccisd.org/training%202013%2014/Tri-Lin/DOK%20Levels%20Social%20Studies.pdf

For the purposes of the DBQ, we will strive for Level 4 (Extended Thinking and Reasoning.) Level 4 requires the complex reasoning of Level 3 with the addition of planning, investigating, or developing that will most likely require an extended period of time. The extended time period is not a distinguishing factor if the required work is only repetitive and does not require applying significant conceptual understanding and higher-order thinking. At Level 4, the cognitive demands should be high and the work should be very complex. Students should be required to connect and relate ideas and concepts within the content area or among content areas in order to be at this highest level. The distinguishing factor for Level 4 would be evidence through a task or product that the cognitive demands have been met. A Level 4 performance will require students to analyze and synthesize information from multiple sources, examine and explain alternative perspectives across a variety of sources, and/or describe and illustrate how common themes and concepts are found across time and place. In some Level 4 essays, students will make predictions with evidence as support, develop a logical argument, or plan and develop solutions to problems.

- Connect and relate ideas and concepts within the content area or among content areas
- Examine and explain alternative perspectives across a variety of sources
- Describe and illustrate how common themes and concepts are found across time/place
- Make predications with evidence as support
- Develop a logical argument
- Plan and develop solutions to problems
- Analyze and synthesize information from multiple sources
- Complex reasoning with planning, investigating, or developing that will most likely require an extended period of time – must require applying significant conceptual understanding and high-order thinking
- Apply and adapt information to real-world situations
- Participation in simulations and activities requiring higher-level thinking

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Materials Provided or Needed:
1. Copies of or access to primary documents, one set per student.
2. If you think it is necessary, provide your students with guiding questions to encourage them to dive into and analyze the primary source documents. (you develop)
3. Rubric detailing the format/grading of the finished essay. (you develop look at this site for example: http://www.socialstudieshelp.com/dbq_rubric.htm)
4. Timeline and background information according to student need.
5. Teacher content resources and background information.

Differentiation:

<table>
<thead>
<tr>
<th>Topic</th>
<th>CP/Grade Level</th>
<th>Honors/Dual</th>
<th>AP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Format</td>
<td>Have students complete an outline to organize thoughts.</td>
<td>Opening paragraph, 2 to 3 paragraphs in the body, concluding paragraph.</td>
<td>Align to AP Exam</td>
</tr>
<tr>
<td>Time to Complete</td>
<td>1 to 1 ½ hours</td>
<td>1 to 1 ½ hours</td>
<td>Align to AP Exam</td>
</tr>
<tr>
<td>Terminology</td>
<td>Provide assistance where necessary</td>
<td>Provide assistance where necessary</td>
<td>No assistance provided</td>
</tr>
<tr>
<td>Handouts</td>
<td>Provide timeline and background info. and info. on format.</td>
<td>Provide format for first few DBQ assignments only.</td>
<td>Provide format for first few DBQ assignments only.</td>
</tr>
<tr>
<td>Output of Assessment</td>
<td>Consider offering essay, poster, or debate as format.</td>
<td>Limited to essay to develop writing skills.</td>
<td>Limited to AP rubric for DBQ writing.</td>
</tr>
</tbody>
</table>

Scaffolding:
Note: DBQ’s should not be the first exercise in historical writing. Students should have some understanding of how to write historical essays prior to delving into the DBQ. Short answer or long essays should be learned prior to tackling the DBQ.

Your student’s ability to understand the DBQ process will help them effectively organize their essay. The Document-Based Question may require them to:
- Answer factual questions.
- Compare and contrast information.
- Draw inferences (assumptions) and conclusions (decisions).
- Analyze different types of documents including maps, graphs, charts, photos, political cartoons, short readings, and primary sources.
- Be scored based on a grading rubric.

Students should construct the essay by taking the information provided and creating a thesis statement based on the documents provided. Additionally, the thesis statement must be proven in the body paragraphs by combining relevant outside information, citing, and explaining (analysis) the information in the supporting DBQ documents.
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The following steps can be followed to achieve the desired output:

1. Step 1: If this is a fairly new experience for your students, you might want them to write an outline to help organize their thoughts. Categorizing documents into themes or topics can help organize student analysis.

2. Step 2: Opening paragraph: Creatively provide the historical background (Context). Explain to the students that they should lead the reader into the time-period so that the reader understands, historically, what occurred to create the situation addressed in the DBQ question. End the opening paragraph with a strong thesis to be supported and defended in the body of the essay.

3. The body of the essay (2 to 4 paragraphs) should support the student’s contention provided in their thesis. Additional information, not provided in the primary documents should be incorporated into the essay to demonstrate student’s outside knowledge.

4. A concluding paragraph is optional but encouraged should there be time available. This paragraph is a great location to include synthesis and to restate your thesis. New supporting arguments should not be introduced in the concluding paragraph.

Teacher’s Guide:

Timeline of the Jacksonian Era:
The broad topics below should be used by the instructor as a basis for providing your students a solid foundation for the topic addressed in the BDQ. The amount of information you provide to your students should be determined by the level of the course you teach, your state’s US History Standards, and the amount of time you can dedicate to this assignment.

**Election of 1824 (Corrupt Bargain)**
Andrew Jackson won the popular votes, but not the electoral votes, so the top three candidates went to the House of Representatives. (Henry Clay, Andrew Jackson, and John Quincy Adams) John Quincy Adams wrote a letter to Henry Clay, making a deal that if Clay persuaded the House to vote him president, then Henry would become the Secretary of State. John Quincy Adams won this election which became known as the "Corrupt Bargain".

**Election of 1828**
Andrew Jackson and John Quincy Adams both ran for president. This was the first "mud-slinging" type election, because the candidates used a lot of slander against one another in hopes of winning the election. Andrew Jackson won the election due to votes from the “common man.”

**Tariff of Abominations - 1828**
Congress passed this protective tariff in order to protect the industries of the north from needing to compete with those that export goods in Europe. The Europeans would sell the goods for less, causing domestic industries in the north to lose money. To address this issue, imported goods were taxed (tariffs) to make it cheaper to buy goods from northern suppliers instead of overseas suppliers. This protectionist policy had an adverse effect on the South as they traded heavily with European nations and imported many goods from them as well.

**Peggy Eaton Affair - 1829**
Also called the Petticoat Affair, this was a scandal involving the Cabinet and their wives, where Peggy O'Neale was rumored as having an affair with Senator Eaton, who was unmarried. In 1828, Peggy's husband was rumored to have died and she married John Eaton. A few weeks later, John
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was named Secretary of War, making Peggy a cabinet wife. The other cabinet wives did not take to her kindly, so Jackson removed all the members of the cabinet.

**Webster-Hayne Debate - 1830**
This eight day debate, January 19-27, was over the federal policy towards western land. Daniel Webster believed that to not expand further into the west would challenge the integrity of the Union. Robert Hayne argued that slowing down the process of western expansion was the best course of action for the East to keep their economic and political power in congress.

**Indian Removal Act - 1830**
Andrew wanted the Indians to move west past the Mississippi, so they would not interfere with white expansion. To do this he passed the Indian Removal Act. Tribes who did not comply by a due date were forcibly relocated to the Oklahoma Territory. Many Native Americans died on the trip due to environmental conditions, starvation, and length of the trip.

**Maysville Road Bill - 1830**
A bill to create a road that would lie in Kentucky. This bill was eventually vetoed by Jackson because he saw it as unconstitutional, he felt it was not part of interstate commerce. He also thought it was unwise, because he believed it was not a good use of the federal government’s resources.

**Cherokee Nation v Georgia - 1831**
A case in which the Cherokees appealed to the Supreme Court to try to stop white infringement on their land. Because of the fact that the Cherokee Nation was viewed as a "domestic dependent nation," nothing changed after the verdict of the case.

**Bill to Recharter the Bank of the US - 1832**
A bill proposed to reestablish the Bank of the US. This bill was vetoed by Jackson because he wanted to eliminate the Bank of the US, because it was run by people who were incompetent and he saw it as unconstitutional. This led to the election of 1832 to be centered around the future of the bank.

**Election of 1832**
Election between Henry Clay and Andrew Jackson. Jackson won by a large margin of electoral votes and this reelection allowed him to successfully eliminate the Bank of the US.

**Tariff of 1832**
Acted as a remedy for the conflict created by Tariff of 1828, which took favor in the North. This act brought the duties on citizens from 45% down to 35%, but the Southerners were still not satisfied.

**The Black Hawk War - 1832**
The Sac and Fox Indians ignored the treaty that succeeded the tribal lands in Illinois to the United States, by reoccupying the vacant land in Illinois causing a widespread panic among the white settlers in that state and led to the war.

**Nullification Crisis (1832-33)**
South Carolinians responded angrily to a congressional tariff bill, so they summoned a state convention to nullify the Tariff of 1828 and the Tariff of 1832. After this occurred in South Carolina, Jackson insisted that nullification was treason. Jackson proposed a force bill to stop nullification and force states to comply with their responsibility to collect the tariff. Henry came up with a compromise to gradually lower the tariff over time. This eased tensions.

**Force Bill (1832-33)**
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A bill proposed by Jackson in response to the Nullification Crisis to authorize the president to use the military to make sure that laws passed by congress were obeyed.

**Federal Deposits Removed - 1833**
Jackson and Taney took deposits from the Bank of the United States and placed them in state banks, in order to eliminate the Bank of the US. These state banks are commonly referred to as "Pet Banks."

**Indian Trade and Intercourse Act - 1834**
Also known as the Non-intercourse Act, an act passed by the US Congress, that would regulate trade between the Indians and non-Indians.

**The Federal Debt Retired - 1835**
Jackson committed to reduce the Federal Debt by vetoing legislation that would call for extra expenditures that would increase the national debt.

**The Seminole War (1835-42)**
The Seminoles, an Indian tribe in Florida, managed to resist the pressure to relocate, causing a war between white soldiers and the Seminoles. The Seminoles were masters of guerilla warfare making victory costly for Americans. Though the Seminoles lost, victory came at a cost of $20 million and the lives of 1500 soldiers.

**Specie Circular - 1836**
A presidential order issued by Jackson before leaving office that detailing that the government would only accept gold and silver coins or currency backed up by gold or silver, in payment for public amends. This resulted in a financial panic that started at the beginning of Martin Van Buren's presidential term in 1836. Greatly responsible for Van Buren’s presidency known as “Van Ruin.”

**Major concepts, themes, and ideas during the Jacksonian Era:**

**Era of the “Common Man” (1829)**
Andrew Jackson was the first president that did not win an election because of his family background, wealth, prestige, and education. This showed that a man’s background does not ensure him a place in office; it is his ability to appeal to the voter. Andrew Jackson was considered a man of the people (Common Man) because of the way he overcame his struggles in early life to go on and do something great; and he won the election because he appealed to a greater cross-section of the electorate. Suffrage extended to nearly all white male adults.

**Whigs (1834)**
Political party in the U.S. that opposed the Democratic Party (anti-Jacksonian) and supported loose interpretation of the Constitution and high protective tariffs. The Whigs and Democrats constantly battled each other politically.

**Pet Banks (1833)**
Andrew Jackson attempted to eliminate the Bank of the United States by removing federal deposits and putting the government’s funds in state banks (Jackson’s enemies referred to them as pet banks). He bled the central bank dry so that it “broke” and would not allow them to get rechartered. Jackson opposed the national bank because he believed it had too much control over the nation’s money, served the wealthy, run by incompetent people, and unconstitutional. This set off a battle
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between Jackson and Nickolas Biddle (Bank President). Biddle called in loans resulting in hardship for many citizens.

**Trail of Tears (1830)**
A term used to describe the Cherokee tribe's trek to the Indian reservations west of the Mississippi river, required by the Indian Removal Act. The hardships and deaths endured on the trip led to the name associated with this event.

**Kitchen Cabinet (1831)**
Used by Andrew Jackson’s political opponents to describe the officials that Jackson placed in charge of the United States Cabinet after purging the cabinet at the end of the Peggy Eaton Affair. Jackson dismissed the members of the old cabinet and replaced them with common people that he could trust and who supported him. Many people thought it was wrong because the new cabinet members did not necessarily have the skills to act as advisors but still had great influence in the White House.

**The Great Silence**
Throughout his presidency, Andrew Jackson decided not to deal with the issue of slavery. Though it was an extremely controversial issue at the time, he chose to deal with other problems. Andrew Jackson, like many Presidents before him, owned slaves. He treated them well when they were obedient, but he opposed the abolitionists because he believed they were a threat to the Union. It’s still a mystery to many historians why he chose not to deal with slavery during his presidency.

**Nullification**
A theory proposed by John Calhoun in which if a state believed that congress passed an unconstitutional law, it could hold a special convention to declare the law null and void in that state. It was draw from the ideas of Madison and Jefferson in their Virginia and Kentucky resolutions.

**Spoils System (Patronage System)**
After winning an election, the political party rewards government jobs to its voters for working towards victory. Andrew Jackson had planned to replace government officials he saw as corrupt with new officials that he believed could restore virtue to the government. He defended his right to remove people from government positions to Congress to help the nation achieve its republican ideals.

**Jackson's Economic Ideas**
Kill the Bank of the United States: removed any chance to moderate the Economic Cycle; gave state banks more power; prevent bureaucratic entrenchment; crush the Federalists.

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Jacksonian Democracy DBQ – Primary Documents

Question: Evaluate the influence of Jacksonian Democracy on political and social sectionalism in American society from 1824 – 1860.

Document A

Source: Andrew Jackson, March 4, 1829, Inaugural Address

Some of the Topics which shall engage my earliest attention as intimately connected with the prosperity of our beloved country, are, the liquidation of the national debt, the introduction and observance of the strictest economy in the disbursements of the Government, a Judicious tariff, combined with a fostering care of commerce and agriculture, and regulated by the principles before adverted to, a just respect for state rights and the maintenance of state sovereignty as the best check of the tendencies to consolidation; and the distribution of the surplus revenue amongst the states according to the apportionment of representation, for the purposes of education and internal improvement, except where the subjects are entirely national. With the accomplishment of these objects I trust the memorials of our national blessings may be multiplied, and the scenes of domestic labor be made more animating and happy.

https://cdn.loc.gov/service/mss/maj/01072/01072_0306_0309.pdf
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Document B

Source: Exposition and Protest, Reported by the Special Committee of the House of Representatives, on the Tariff, 19 December 1828.

Protest

The Senate and House of representatives of South Carolina, now met and sitting in general assembly, through the Honorable Wm. Smith and Hon. Robert Y. Hayne, their Representatives in the Senate of the United States, do in the name and on behalf of the good people of the said Commonwealth. Solemnly protest against the system protecting duties, lately adopted by the Federal Government for the following reasons:

1st. Because the good people of this Commonwealth believe, that the powers of Congress were delegated to it, in trust for the accomplishment of certain specified objects which limit and control them, for any other purposes, is a violation of the Constitution.

2nd. Because the power to lay duties on imports is and in its very nature can be only a means of effecting objects specified by the Constitution; since no free government and least of all a government of enumerated powers, can of right impose any tax, any more than a penalty which is not at once justified by public necessity.

https://www.sc.edu/uscpress/books/1996/calhoun.html
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Document C

Source: A Discourse on the Constitution and Government of the United States: A concurrent majority, claimed Calhoun, maximized the twin responsibilities of the government – liberty and security.

“Union among ourselves is not only necessary for our safety, but for the preservation of the common liberties and institutions of the whole confederacy. We are, and must continue to be, in a permanent minority in the Union. Our geographical position, our industry, pursuits, and institutions, are all peculiar. Our safety and prosperity depend on maintaining, in their full vigor, the restrictions imposed on the powers granted by the Constitution. So long as these are so maintained, and the powers confined to the objects intended by that sacred compact, we will be safe and prosperous, but no longer. They can protect themselves without them; and, in fact, so far from a benefit, they are but too apt to regard them as unnecessary restraints on their power. If we do not take care of them, none will, and the government will practicably become one of unlimited powers.”

https://www.sc.edu/uscpress/books/1996/calhoun.html
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Document D

Source: Andrew Jackson to Lewis Cass, December 17, 1832, from Correspondence of Andrew Jackson. Edited by John Spencer Bassett.

TO SECRETARY CASS.

Washington, December 17, 1832.

Confidential

My D'r sir, If I can judge from the signs of the times Nullification, and secession, or in the language of truth, disunion, is gaining strength, we must be prepared to act with promptness, and crush the monster in its cradle before it matures to manhood. We must be prepared for the crisis. The moment that we are informed that the Legislature of So Carolina has passed laws to carry her rebellious ordinance into effect, which I expect tomorrow we must be prepared to act. Tenders of service is coming to me daily and from New York, we can send to the bay of Charleston with steamers such number of troops as we may please to order, in four days. We will want three divisions of artillery, each composed of nines, twelves, and eighteen pounders, one for the East, one for the west, and one for the center divisions. How many of these calibers, are ready for field service. How many muskets with their complete equipment are ready for service. How many swords and pistols and what quantity of fixed ammunition for dragoons, Brass pieces for the field, how many, and what caliber. At as early a day as possible, I wish a report from the ordinance Department, on this subject, stating with precision, how many pieces of artillery of the caliber, are ready for the field, how many good muskets etc. etc., and at what place in deposit.
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www.loc.gov/resource/maj.01082_0244_0245

Document E

Source: Andrew Jackson's veto message (July 10, 1832)

I sincerely regret that in the act before me I can perceive none of those modifications of the bank charter which are necessary, in my opinion, to make it compatible with justice, with sound policy, or with the Constitution of our country. . . . The present Bank of the United States . . . enjoys an exclusive privilege of banking, . . . almost a monopoly of the foreign and domestic exchange.

It appears that more than a fourth part of the stock is held by foreigners and the residue is held by a few hundred of our own citizens, chiefly of the richest class.

Of the twenty-five directors of this bank five are chosen by the Government and twenty by the citizen stockholders. . . . It is easy to conceive that great evils to our country and its institutions might flow from such a concentration of power in the hands of a few men irresponsible to the people.

Is there no danger to our liberty and independence in a bank that in its nature has so little to bind it to our country?

It is to be regretted that the rich and powerful too often bend the acts of government to their selfish purposes.

http://avalon.law.yale.edu/19th_century/ajveto01.asp
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Document F

Source: Article in the *Columbia Telescope* about toasts delivered by state leaders on the topic of Nullification while at a Barbecue in Newberry, 1833

http://teachingushistory.org/lessons/NullificationBarbeque.htm
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**Document G**

Source: King Andrew the First, 1833

http://www.loc.gov/pictures/item/2008661753/
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Document H

Source: An unemployed painter named Richard Lawrence attempted to assassinate President Andrew Jackson in January 1835.

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**Document I**

Source: Gag Rule/Pinckney Resolution 3, 1836

All petitions, memorials, resolutions, propositions, or papers, relating in any way, or to any extent whatsoever, to the subject of slavery or the abolition of slavery, shall, without being either printed or referred, be laid on the table and that no further action whatever shall be had thereon.

http://memory.loc.gov/ammem/hlawquery.html
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Document J

Source: CAPT. BROOKS' CASTIGATION OF SENATOR SUMNER.
Edgefield, South Carolina, Advertiser [Democratic], (28 May 1856)

"Hit him again."

Hon. P. S. Brooks took an admirable occasion the other day to give Mr. Senator Sumner, of Massachusetts, a handsome drubbing. As we learn the particulars, the affair was on this wise:
Mr. Sumner had just delivered himself of an elaborate abolition speech, which occupied the Senate a part of two successive days. The galleries were crowded during the time of its delivery with an immense and a greedy audience, made up in large part of Mr. Sumner's own abolition constituents, who had come on to hear their great man make his great speech. In the course of that speech, however, he "slung his slosh" so madly at large as to produce the denouement we now record.
Our Representative, Mr. Brooks, was among Mr. Senator Sumner's audience, on the second day; and it was on this day that Sumner, emptied one of his vials of vile vituperation on the head of Senator Butler, who was then absent at home. As soon as the speech was done and the Senate had adjourned, Mr. Brooks advanced to Sumner and demanded some explanation or retraction of his abuse of Judge Butler; and upon Sumner's refusal to accede to the proposition, our member fell to work upon him with a cane he happened to have in hand at the moment. The beating is said by all the reporters to have been a thorough one. Some say he received fifty stripes; yet we very much doubt if the Captain cared to exceed the legal number of thirty-nine, usually applied to scamps. For our own part, we feel that our Representative did exactly right; and we are sure his people will commend him highly for it.

http://history.furman.edu/benson/docs/sceasu56528a.htm
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Document K

http://history.furman.edu/~benson/docs/rr5060.htm

New Railroad Mileage, 1850-1860 (by region)

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<th>State</th>
<th>1850 (Total mi.)</th>
<th>1851 (miles added)</th>
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</table>

(Totals)

| Total North      | 6507              | 1933               | 1647 | 1626 | 952  | 1421 | 2472 | 1534 | 887  | 1184 | 842  | 21005          |
| Total South      | 2082              | 508                | 822  | 569  | 774  | 424  | 868  | 929  | 778  | 832  | 928  | 9512           |
| Total U.S.       | 8589              | 2439               | 2469 | 2195 | 1726 | 1853 | 3354 | 2463 | 1665 | 2016 | 1822 | 30591          |

New England = Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut
Mid Atlantic = New York, New Jersey, Pennsylvania, Delaware, Maryland
South Atlantic = Virginia, North Carolina, South Carolina, Georgia, Florida
Gulf = Alabama, Mississippi, Louisiana, Texas
Interior South = Arkansas, Tennessee, Kentucky
Interior North = Ohio, Indiana, Michigan, Illinois, Wisconsin, Minnesota, Iowa, Missouri, Kansas
Pacific = California, Oregon

Source: Tribune Almanac, 1863, p. 29.
Historical Question: Evaluate the influence of Jacksonian Democracy on political and social sectionalism in American society from 1824 – 1860.

Resources:


Historical Question: Evaluate the influence of Jacksonian Democracy on political and social sectionalism in American society from 1824 – 1860.


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