

## Fraser: Chapter 10

Complete the following exercises in order *as you read* the chapter.

### INTRODUCTION

Introductions provide a valuable guide to the material you are about to read, telling you what topics will be covered and how they fit together. If you keep the "big picture" provided by the introduction in mind as you read the chapter, you'll find it much easier to organize your notes, identify important information, and avoid getting lost in the details. With this in mind, re-read the introduction to Chapter 10. As you read, make a list of the key topics you expect to learn about.

### Key Topics

### Key Terms

When you finish reading the chapter, identify and explain the importance of the following terms. Use this list to review your understanding of the chapter.

## Jacksonian Democracy, Jacksonian Government

### Graphic Note Taking: Charting Jackson's Domestic Agenda

Andrew Jackson came to office with clear sense of his political agenda. Over the course of his two terms in office, Jackson achieved much of what he set out to accomplish, profoundly influencing the development of American government and politics in the process. As you read this section, use a table like the one included below to take notes on Jackson's agenda. You'll use your table to answer a question when you finish this section.

	Beliefs and Goals	Policies
<b>The Powers of the President</b>		
<b>Indian Removal</b>		
<b>The Second Bank of the United States</b>		
<b>Tariffs and Nullification</b>		

### Reviewing the Facts

Provide a short answer (3-4 sentences) for each of the questions below. It's OK if you need to go back and re-read parts of the section in order to find the answers. The purpose of these questions is not to test you, but to help you discover how much you know and what you might need to review.

1. What options were the Cherokees given under the terms of the Indian Removal Act?

2. What groups opposed the Second Bank of the United States? What was the basis of their opposition?

3. On what grounds did John C. Calhoun claim that South Carolina could refuse to enforce a federal law?

### **Making Connections**

Take another look at the picture of the crowd outside the White House after Jackson's inauguration on page 287 of your text book. How might a Jackson supporter have responded to this image? How about a Jackson opponent?

### **Graphic Note Taking: Follow Up**

Use your notes to help answer the following question. Why was Jackson determined to destroy the Second Bank of the United States?

## Democratized Religion: The Second Great Awakening

### Graphic Note Taking: Identifying Key Figures

The religious revival of the 1820s and 1830s brought a number of spiritual leaders to the forefront of American life. These men and women played an important role in shaping not only the nation's religious attitudes, but its social and political attitudes as well. As you read this section, make a list of prominent religious figures. Make a note of the activities and beliefs of each figure you include. You'll use your list to help answer a question when you finish this section.

- 1.
- 2.
- 3.

### Reviewing the Facts

Provide a short answer (3-4 sentences) for each of the questions below. It's OK if you need to go back and re-read parts of the section in order to find the answers. The purpose of these questions is not to test you, but to help you discover how much you know and what you might need to review.

1. How did the new religious organizations and societies that were formed in the 1820s and 1830s differ from earlier such bodies?

2. What reform movements grew out of the Second Great Awakening?

3. Why was America of the 1820s and 1830s fertile ground for the formation of radical social experiments and utopian religious communities?

### **Making Connections**

Take another look at the illustration from an anti-alcohol publication on page 304 of your text book. What lessons did the illustrator hope viewers would take away from this scene?

### **Graphic Note Taking: Follow Up**

Use your notes to answer the following question. What shared beliefs united many of the leaders of the Second Great Awakening?

## Democratized Education: The Birth of the Common School

### Graphic Note Taking: Outline

Andrew Jackson may have dominated American politics in the late 1820s and early 1830s, but the transformation of the nation's public school system during this period reflected the goals and beliefs of his opponent. As you read the section, create an outline like the one included below to help you trace the development of public education in United States. You should continue your outline from the point at which the one included below leaves off. You'll use your outline to answer a question when you finish this section.

#### I. The Birth of the Common School

##### A. Women Become Teachers

1. Reformers linked the desirability of female teachers to women's "natural roles"
2. New schools opened to train female teachers
3. Reformers believed women should get the same educational opportunities as men

### Reviewing the Facts

Provide a short answer (3-4 sentences) for each of the questions below. It's OK if you need to go back and re-read parts of the section in order to find the answers. The purpose of these questions is not to test you, but to help you discover how much you know and what you might need to review.

1. Why did Catherine Beecher believe it was so important to train young women to become teachers?



2. What were the key components of Horace Mann's program of educational reform?

3. Why were many Roman Catholics hostile to Horace Mann's reforms?

### **Making Connections**

Take another look at the painting of an early nineteenth-century school on page 308 of your text book. In what ways was the school depicted in this painting typical of schools of the era?

### **Graphic Note Taking: Follow Up**

Use your notes to answer the following question. What groups offered the strongest support for the kinds of educational reforms advocated by Horace Mann and his allies? What groups opposed Mann's reforms? Why?