OVERVIEW
Students will analyze primary sources related to the presidencies of Andrew Jackson, James K. Polk, and Andrew Johnson in order to answer questions about the major issues of these administrations, the limits of presidential power, and the contributions of these Tennesseans to the presidency. Then they will create presentations on each president to share with the class.

GOAL
Students will understand that the three Presidents from Tennessee confronted important issues such as relations with Native Americans, slavery, western expansion, and Reconstruction, and consider the common goals and challenges faced by these presidents.

OBJECTIVES
The learner will
- Analyze a set of primary sources to gain an understanding of the major issues of each President’s term(s).
- Create and deliver a presentation on the assigned President to share the group’s discoveries with the class.
- Consider the common themes, goals and challenges of these three presidencies.

INVESTIGATIVE QUESTIONS
1. What issues were most important during each President’s term(s)?
2. How did these three Presidents challenge the limits of executive power?
3. What goals and challenges did these three Presidents have in common?

CURRICULUM STANDARDS
8th Grade Social Studies:
- 8.55 Explain the events and impact of the presidency of Andrew Jackson, including the “corrupt bargain,” the advent of Jacksonian Democracy, his use of the spoils system and the veto, his battle with the Bank of the United States, the Nullification Crisis and the Indian removal.
- 8.61 Describe the major events and impact of the presidency of James K. Polk, including his “Dark Horse” nomination, the settlements of the Oregon boundary, the annexation of Texas, and the acquisition of California through the Mexican War.
- 8.83 Analyze the choice of Andrew Johnson as Vice-President, his succession to the Presidency, his plan for Reconstruction and his conflict with the Radical Republicans.

(Continued on p. 2)
**CURRICULUM STANDARDS (CONT.)**

**8th grade Common Core: English/Language Arts**

**Writing**
- CCSS.ELA-Literacy.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- CCSS.ELA-Literacy.W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

**Speaking and Listening**
- CCSS.ELA-Literacy.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
- CCSS.ELA-Literacy.SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- CCSS.ELA-Literacy.SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

**History/Social Studies**
- CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
- CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- CCSS.ELA-Literacy.RH.6-8.6 Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

 MATERIALS
- Primary Source Analysis Tool
- Investigative Question Worksheet
- Internet Access (if possible)
- Materials to create presentations: poster board, glue or tape and markers, or PowerPoint and display capabilities
PROCEDURE

Step 1: PREPARATION—Decide how to divide your students into three groups. If these groups will be large, consider whether to assign sources to smaller subgroups for Step 6. Make copies of all the Inaugural Sources, and one or two copies of each source in the Primary Source Sets. Make enough copies to have one Primary Source Analysis Tool per source and one Worksheet per student.

Step 2: CONNECT (1)—Introduce the three presidents to the class. Lead a class discussion: What do you know about these presidents? How confident are you about that knowledge?

Step 3: CONNECT (2)—Divide the class into three groups. Give each group copies of the Inaugural Sources for one president (p. 4) and one copy of the Primary Source Analysis Tool per source. Tell students they will be looking at these sources to find clues about what was special or unique about that particular inauguration. Use Inauguration of President Polk – Approach to the Capital to model analysis for the class, then allow the groups time to analyze and discuss their own sources. Ask groups to share their sources with the class. Have them use the sources to describe their inauguration to the class.

Step 4: WONDER—Lead a class discussion: Which of these presidents do you find most interesting? Why? What would you like to know more about? Where do you think you could find that information?

Step 5: INVESTIGATE (1)—If possible, allow students computer access in order to look for answers to the questions they developed in Step 4.

Step 6: INVESTIGATE (2)—Give each group a set of the primary sources for one president, a copy of the Primary Source Analysis Tool per source, and give each student a copy of the Investigative Question Worksheet (p. 6). Tell students that they will be using the primary sources in a presentation for the rest of the class. Have students apply the skills learned in Step #2 to analyze each source for clues to answering Investigative Questions 1 and 2. Each student should take notes about these clues on their Investigative Questions Worksheet. Students should rely on their previous knowledge to contextualize the sources and/or be allowed computer access for additional research to flesh out their group’s presentation.

Step 7: CONSTRUCT—Each group should create a presentation on their president using their set of primary sources and their previous knowledge/research. The presentation should explain how each source is relevant to answering Investigative Questions 1 and 2. The presentations can take any form that suits class resources, such as an oral presentation or poster using copies of the sources, or a PowerPoint presentation using digital images.

Step 8: EXPRESS—Have each group share their presentations with the class as a whole. Allow time for each group to answer questions from their classmates.

Step 9: REFLECT—Lead a class activity on Investigative Question 3. Provide columns on the board or posters on the wall for each of the following questions: What common themes do you notice in these three presidencies? What goals did these three presidents have in common? What common challenges did they face? List the class’s answers under the appropriate heading.
RESOURCES:

INAUGURAL SOURCES

Model:
Inauguration of President Polk – Approach to the Capital (top image) [1845] http://memory.loc.gov gc/gcmisc/pin/pin1607/1607002v.jpg

Jackson

Andrew Jackson's inaugural address, on being sworn into office, as President of the United States, March 4th, 1829 ... Washington. Printed at the office of the United States Telegraph [1829]. http://memory.loc.gov/cgi-bin/query/r?ammem/rbpebib:@field%28NUMBER+@band%28rbpe+19301800))

President's Levee, or all Creation going to the White House, Washington, [March 4, 1829]. http://www.loc.gov/pictures/item/96521704/

Polk

Inauguration of President Polk - The Oath. [1845] http://www.loc.gov/pictures/item/00650918/

Letter from J. Huddleson to James K. Polk, March 4, 1845. http://memory.loc.gov/cgi-bin/query/r?ammem/pin:@field(NUMBER+pin1604))

Johnson

Andrew Johnson taking the oath of office in the small parlor of the Kirkwood House [Hotel], Washington, [April 15, 1865] http://www.loc.gov/pictures/item/00650930/

“Speech at his inauguration as president” in Speeches of Andrew Johnson, President of the United States. With a biographical introduction by Frank Moore. (1865) [pg. xlviii] https://archive.org/details/speechesofandrew01john

PRIMARY SOURCE SETS

Jackson

King Andrew the First [1833] http://www.loc.gov/pictures/item/2008661753/

Jackson and the nullifiers … Printed and sold, wholesale and retail, at 257 Hudson-street, and 138 Division-street. [1832]. http://memory.loc.gov/cgi-bin/query/r?ammem/rbpebib:@field%28NUMBER+@band%28rbpe+11800800))

Old Jack, the famous New Orleans mouser, clearing Uncle Sam's barn of bank and Clay rats; [1832] http://www.loc.gov/pictures/item/2008661752/

The Hermitage, Alfred's Cabin, 4580 Rachel's Lane, Hermitage, Davidson, TN http://memory.loc.gov/cgi-bin/query/r?ammem/loc-bin/query/r?ammem/lh:@field%28DOCID+@lit%28TN0306))

Johnson

Andrew Johnson taking the oath of office in the small parlor of the Kirkwood House [Hotel], Washington, [April 15, 1865] http://www.loc.gov/pictures/item/00650930/

By the President of the United States of America. A proclamation. Whereas the Congress of the United States, by virtue of the constitutional authority vested in them, have declared by their act, bearing date this day, that "by the act of the Rep [1846] http://memory.loc.gov/cgi-bin/query/r?ammem/lh:@field%28NUMBER+@band%28rbpe+19800400))

Treaty of limits, westward of the Rocky mountains, between the United States of America and the British government. Concluded 15th June - ratified 19th June - Exchanged 17th July - Proclaimed 5th August, 1846. http://memory.loc.gov/cgi-bin/query/r?ammem/rbpebib:@field%28NUMBER+@band%28rbpe+23204000))

RESOURCES (CONT.):

Mapa de los Estados Unidos de Méjico: según lo organizado y definido por las varias actas del congreso de dicha república y construido por las mejores autoridades. [1847] http://www.loc.gov/item/2004627240/

Johnson


“The President’s Veto: How it is received by the Press and the People” [March 01, 1866] (newspaper excerpt) http://chroniclingamerica.loc.gov/lcn/sn85026241/1866-03-01/ed-1/seq-1/

EVALUATION

Use the following rubric to evaluate student participation in group work and discussion.

90-100 Takes thorough notes on the Investigative Question Worksheet and fully participates in group work and class discussions.

80-89 Takes notes for each section of the Investigative Question Worksheet and participates in group work and class discussions.

70-79 Takes some notes on the Investigative Question Worksheet and participates minimally or either in group work or class discussions.

69 and below Takes only minimal notes on the Investigative Question and does not participate in group work or class discussions.

EXTENSIONS

• Have students use their notes from the Investigative Questions Worksheet, along with previous knowledge and/or additional research to write an essay answering the following prompt: How were the presidencies of Andrew Jackson, James K. Polk, and Andrew Johnson influenced by their background as Tennesseans?

• As a class project, use the presentations created by each group as the basis for an exhibit on the Tennessee presidents to be displayed in your school.
INVESTIGATIVE QUESTIONS WORKSHEET

NAME_________________________________________  PRESIDENT________________________

1. What issues were especially important during your President’s term(s)?
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2. How did your group’s President challenge the limits of executive power?  ____________________________
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