

Impeachment Trial: Andrew Jackson

20 Point PA: Due Monday, Dec. 3

AP Key Concept 4.1.II: By the 1820s and 1830s, American political parties arose — the Democrats, led, by Andrew Jackson, and the Whigs, led by Henry Clay — and attempted to change the nation’s society and institutions to align with their ideals.

Learning Targets:

- I can evaluate Andrew Jackson’s attempts to expand and alter executive powers during his presidency
- I integrate relevant, credible evidence to affirm my argument

Fictional Scenario: Andrew Jackson has been impeached by the House of Representatives on a 123-121 vote on three separate articles. Now, the senate must determine whether he will be found guilty and removed from office, or acquitted and allowed to remain president. Article Two, Section Four of the Constitution states that the president can be impeached for “treason, bribery, or other high crimes and misdemeanors.”

House Judiciary Committee Prosecuting President Jackson	The President’s Defense Team
Opening Statement	Opening Statement
"Indictment" 1: <i>President Jackson has violated the separation of powers in his actions to destroy the Bank of the United States.</i>	"Indictment" 1: <i>President Jackson has NOT violated the separation of powers in his actions to destroy the Bank of the United States. His actions were justified.</i>
"Indictment" 2: <i>President Jackson violated states rights in his dealings with South Carolina in the nullification crisis.</i>	"Indictment" 2: <i>President Jackson DID NOT violate states rights in his dealings with South Carolina in the nullification crisis. His actions were justified.</i>
"Indictment" 3: <i>President Jackson violated laws, treaties, and court orders in his dealings with Native Americans.</i>	"Indictment" 3: <i>President Jackson DID NOT violate laws, treaties, and court orders in his dealings with Native Americans.</i>
Crossfire: One minute of consultation with group followed by four minutes of unstructured debate. (1 or 2)	
Closing Statement	Closing Statement

Members of the Senate: You will run the debate, beginning with a “welcome” and establish the rules for the proceedings. For each indictment you will present a summary of the issue. You will refrain from discussing each side’s perspective during this time, and operate only in facts. You will then listen carefully to the facts presented, analyze the evidence presented, and come to a decision. You must keep individual notes during the debate. *For homework you’ll each write impeachment ruling, where you (individually) make your case as to convict or acquit the president.*

Consult these [sources](#), and feel free to do additional research as long as your information is relevant and credible.

Assessment of Proficiencies

	4 (10)	3 (8.5)	2 (7)	1 (5.5)
Purpose	I can consistently highlight and emphasize my purpose. I communicate original, complex thoughts and ideas which are well organized, coherent, smooth, and appropriate to the task, audience, and purpose. I create a unified, cohesive whole by using appropriate and sophisticated and/or artful techniques (such as varied syntax).	I can maintain clarity, purpose and organization throughout my writing. I create a unified, cohesive whole by using appropriate techniques (e.g. engaging leads, transitions).	I can articulate purpose and provide relevant context for my ideas, arguments, or narratives. I communicate thoughts and ideas which demonstrate basic organizational, logic and focus. I logically group related ideas and use techniques such as engaging leads and transitions. I am working to create a unified whole.	I can work towards communicating in an organized and focused manner with the supports of graphic organizers and other scaffolds. I introduce the topic or text clearly. I use linking and transition words or phrases. I group related ideas together to support my purpose. I write a concluding statement or section related to the opinion presented.
Evidence & Details	I can skillfully or gracefully integrate relevant evidence and details (such as properly cited quotations, personal anecdotes, or important ideas) to support my claim, analysis, or insight in a sophisticated manner.	I can set-up and explain relevant evidence and details (such as properly cited quotations, personal anecdotes, or important ideas) to support my claim, analysis, or insight.	I can include pieces of evidence that will support my claim or my insight.	I can provide some evidence, but the examples may be inconsistent or inadequate.

LEARN Self-Assessment (see separate LEARN scale for descriptors)

	4/Extending	3/Achieving	2/Developing	1/Beginning
	I consistently...	I frequently..	I sometimes...	I rarely...
Collaboration	Contribute positively to group progress and encourages others to do the same. Help facilitate and manage group, including capitalizing on others' strengths for group success.	Contribute positively to group progress and encourages others to do the same. Help facilitate and manage group, including capitalizing on others' strengths for group success.	Contribute positively to group progress and encourages others to do the same. Help facilitate and manage group, including capitalizing on others' strengths for group success.	Contribute positively to group progress and encourages others to do the same. Help facilitate and manage group, including capitalizing on others' strengths for group success.