State and national standards compel teachers to introduce historical topics through multiple diverse texts, emphasizing the use of informational texts. Trade books allow teachers to meet these standards while also meeting the needs of diverse students. Primary sources serve as an additional curricular resource filling the gaps in information not covered by textbooks and trade books and allowing students to gain a more complete and accurate understanding of historical figures and events. Standards leave the selection and implementation of appropriate trade books, primary sources, and other curricular resources to the classroom teacher. In this research, I qualify and quantify how President Andrew Jackson, a very controversial historical figure, is portrayed in trade books. Misrepresentations within trade books concerning Jackson are reported and analyzed. Suggestions and a rationale for trade book and primary source selection and implementation in elementary, middle, and secondary school are addressed.

**Key words:** Andrew Jackson, trade books, informational texts, primary sources, historical thinking, Native Americans

A polarizing figure, today as in his time, President Andrew Jackson is a historical figure written about in children’s and young adult literature from different perspectives. The position of trade books in elementary through high school curriculums only increases as state and national initiatives compel teachers to use multiple and diverse texts. It is important, therefore, to examine how authors of children’s and young adult literature choose to represent Jackson. In the following sections, I review curricular resources used in classrooms as well as Jackson’s contributions to history. The method of research implemented for this study is described, as its findings are intended to aid teachers in making informed decisions regarding the selection of appropriate literature to supplement classroom teaching.

**Literature Review**

Emerging state and national standards and frameworks for college and career readiness serve as benchmarks for student achievement. Schools and educators are given goals for student development, but with no set methods for achieving these goals. There is freedom to create a diverse learning environment (Newman & Roskos, 2013). One area where educators can diversify instruction and enhance student learning is through the careful selection of curricular resources. Supplementary resources can promote a learning environment giving students the opportunity to think critically about a historical figure such as Andrew Jackson.

**Curricular Resources**

State and national initiatives prescribe the use of multiple informational texts in the class such as primary sources and trade books (Common Core State Standards Initiative [CCSSI],
2010; National Council for the Social Studies [NCSS], 2013). Primary sources can provide opportunities for critical thinking (Barksdale, 2013), but a teacher who is not experienced in the implementation of primary sources may rely on a genre specific trade book. Trade books can provide social studies teachers with secondary historical sources written at various reading levels, enabling the selection of works developmentally appropriate for specific students (Bickford & Rich, 2014b; Schwebel, 2011).

The research on trade books has shown inconsistencies in how topics are presented, and has identified various historical misrepresentations (Bickford & Rich, 2014b; Schwebel, 2011; Williams, 2009). Depending on the intended audience, the narratives presented by children's authors and historians diverge and converge. As a result, not only are opportunities for connections diminished, but students may develop inaccurate or incomplete understandings (Bickford & Rich, 2014b). Though the National Council for the Social Studies annually distinguishes notable trade books for Kindergarten-12 students, not every historical era or figure is accounted for (Notable Trade Books for Young People, n.d.). In-depth evaluations of trade books not selected by review committees are needed in order to guide educators in the selection of appropriate trade books. Trade books about Andrew Jackson fit the requirements for this evaluation, as he is a figure who can be written about in many different ways.

**Historiography of Andrew Jackson**

Andrew Jackson’s views on slavery and Native Americans, his actions as a military general, and his impact on democracy are topics historians deem significant. He was a slaveholder, believing slaves were property recognized by the United States Constitution, and he thought Native Americans needed to be treated like children and moved west of the Mississippi River (Remini, 1988a). After relocation, Jackson believed Native Americans would be capable of assimilating European American ways at their own pace or continuing the practice of their native customs (Prucha, 1969). In the case of tribes already assimilating European American ways, namely the Cherokees, Jackson forced them to move anyway, regardless of court rulings in their favor.

The same ruthlessness Andrew Jackson showed towards Native Americans, he also, at times, showed toward his soldiers. During his military career, Jackson threatened to shoot his soldiers if they deserted his army, and quelled what he thought to be a mutiny by ordering the execution of one of his men. He also had two British men killed for aiding Native Americans in Florida. These actions and decisions would be used against Jackson by his political enemies when he ran for the Presidency in 1828, and confirmed, for many, that Jackson could be a ruthless killer, though the majority of the American public saw him as a national hero (Remini, 1988b).

There is debate about how much recognition Jackson deserves for the rise of democracy and as a symbol for the common man. Democratization of the United States during the presidency of Andrew Jackson was the culmination of decades of Americans preparing the republic for a democratic leader (Coens, 2013; Wilentz, 2005), and Jackson’s ascendency to the presidency is considered to have emanated from the democratization of the United States (Hofstadter, 1948; as cited in Sacher, 2013). Ironically, during this democratization of the U.S.A., while the White man was making great strides, minorities such as women and African-Americans were left out (Cole, 2009).

This is a brief summation of historians’ understandings of Andrew Jackson’s historical significance. Trade book authors convey these understandings in age-appropriate ways for
younger audiences. No trade book can comprehensively address every issue. It is important, however, for teachers to understand what is included, how it is included, and what is left out in a trade book in order to teach and learn about a topic from a balanced perspective. My research explores the areas of convergence and divergence between historians and authors of young adult literature in regards to how Jackson is represented.

**Method**

I conducted a search for published literature intended for elementary school through secondary school grade levels, with Andrew Jackson being the central character of each book. A review of in-print books meeting this criterion yielded 32 books. The books forming the data pool are in *Trade Books on Andrew Jackson* (Appendix A). Lexile measures in regards to the CCSSI were used to determine the grade levels of the books.

Rigorous qualitative research methodology was used in order to scrutinize the data pool (Bickford & Rich, 2014b; Chick & Corle, 2012; Krippendorff, 2013). Using a content analysis tool, notes were recorded during the first reading of the entire data pool, and were reviewed in preparation for revising the content analysis tool to include observable patterns. The entire data pool was then reread using the revised content analysis tool to yield a more focused analysis. The second reading intended to ensure precision of analysis. The findings are empirical as they were observed through reading each book, and quantified as sorted into categories to distinguish trends within the data pool.

Observations from the data pool were classified as: explicit and detailed, explicit but minimized, or implicit or vague. These classifications signify how a reader with little or no knowledge of Andrew Jackson might comprehend a trade book’s narrative. The significance of an explicit and detailed rendering from an author is more likely to be grasped by a reader than an explicit but minimized one. An implicit or vague depiction might not seem significant to a reader. Coding procedures for these classifications are listed within the content analysis protocol used for the reading of the data pool, which can be viewed in *Content Analysis Tool* (Appendix B).

A weakness noted in this research is that although thoroughly completed, a single researcher reviewed the data pool. A different observer of the books might detect a pattern portrayed in the books that I overlooked. To mitigate this weakness, multiple readings of the data pool were conducted to hone in on patterns that became observable through previous readings as well as make necessary adjustments to the content analysis tool.

**Results**

With other researchers citing a data pool of less than 50% of the total number of books available on a specific topic (Bickford, 2013a; Schwebel, 2011; Williams, 2009), it appears that no other empirical study has examined such a high percentage of books available regarding a specific topic. My data pool accounted for 29 of the 32 possible books fitting the research criteria. No other empirical study of trade books seems to have examined a data pool as heavily dominated by works of non-fiction as the criteria for my data pool yielded, since all of the books collected for this research are non-fiction.

My research shows the areas of convergence between historians’ viewpoints on Andrew Jackson and the narratives of trade book authors were notable, but areas of divergence also were found. If using a Venn diagram, for example, with historians’ perspectives and trade book narratives representing two separate circles, the areas of convergence would be represented by the overlapping of the two circles, and the areas of divergence would be contrasted in the
sections of the circles that do not overlap. These themes revealed themselves as patterns of divergence through the reading of the data pool. In the sections that follow, I have included findings yielded by my content analysis tool. The implications these findings have for teachers and students using the books from the data pool are discussed. Illustrative examples of some of the findings are listed in Table 1.

Table 1
Analysis Results
1. Stated Jackson owned slaves or saw nothing wrong with slavery:
2. Stated Jackson threatened his soldiers or ordered soldiers or civilians killed:
3. Stated Jackson was for removal because Native Americans had no rights to land:
4. Stated Jackson believed removal was best for Native Americans or American settlers:
5. Depicted anti-removal sentiment in the form of legal cases or public opinion:
6. Stated Native Americans died during removal:
7. Stated land Native Americans owned was coveted because it was fertile farm land:
8. Stated the financial distress that occurred after the destruction of the Bank:
9. Stated the compromise bill by Henry Clay helped resolve the Nullification Crisis:
10. Used and defined the term Jacksonian Democracy:

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Table 1 Continued
A majority of the books from the data pool \((n = 18; 62\%)\) were published in or after 1990 (See Table 1 for specific information about each particular book [Table 1]). Half of the books were from 1990 to 1999, with the other half being published in or after 2000 (Table 1). Seven books \((24\%)\) were published between 1980 and 1989, and a small portion of the data pool \((n = 4; 14\%)\) was published before 1980 (Table 1). Every book in the data pool was written well over 100 years after Andrew Jackson’s death, offering enough time for historians to have dissected Jackson’s legacy, with subsequent generations having the opportunity to put forth their own ideas and rebuttals. The authors of the books are writing with a dense historiography to reference.

When examining publication dates of historical fiction books, Sara Schwebel (2011) contended publication dates should not be overlooked, as a book can serve as a microcosm of how historians, children’s book authors, and the public viewed historical topics at a given moment in time. My examination of non-fiction trade books about Andrew Jackson does not corroborate Scwhebel’s assertion, as there are no significant differences in my findings among the decades. It is noted, however, very few books from the data pool were written before 1980, and no books from the data pool were written before the 1960s. There is not an opportunity to see how a trade book about Jackson written before a certain time period, like the Civil Rights Movement, would compare to a book written afterwards. The Civil Rights Movement is mentioned due to the U.S. public’s shifting focus on the rights of minorities, a topic which Jackson contended. Research of non-fiction trade books with a data pool evenly spanning multiple decades might reveal more significant changes in regards to publication date. While in this study, significant differences among books with different publication dates do not arise from the findings, the same cannot be said when looking at the intended grade level of the books.

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Grade Level

The data pool is almost evenly split between books intended for intermediate elementary to lower middle school grade levels, and books intended for middle school and secondary levels. A careful examination of Table 1 suggests more misrepresentations occurred in the intermediate grade level books. Depending on intended grade level, trade book authors in my sample chose to construct a certain narrative; the narratives of these intermediate trade books risked misrepresenting a historical topic. Students reading intermediate grade level books, consequently, might benefit from being introduced to supplementary materials, such as primary sources, to form a more complete understanding of Andrew Jackson. Although all of the books from the data pool are classified as non-fiction, and additionally incorporated primary sources, historical misrepresentations still surfaced. The narratives sometimes diverged from historians’ perspectives pertaining to slavery, Native Americans, violence in the military, and democracy.

Jackson’s Views on Slavery

With 500,000 slaves in the 13 colonies when Andrew Jackson was born and 2,500,000 slaves in the U.S. when he died, slavery was thriving in the U.S.A. (Gudmestad, 2013). A majority of the books (n = 20; 69%) from the data pool stated Jackson owned slaves, had slaves working on his plantation, or saw nothing wrong with slavery (Table 1). Students should be aware that Andrew Jackson was a slaveholder, and viewed slaves as property protected by the U.S. Constitution (Remini, 1988a). Though Jackson did not use inhumane punishments often, at times he did allow his slaves to be whipped and chained (Remini, 1988b).

The use of whips and chains is only mentioned in Milton Meltzer’s Andrew Jackson and His America (1993) and Nancy Whitelaw’s Andrew Jackson: Frontier President (2001), both from the data pool. Of the books from the data pool intended for intermediate grade levels including his views on slavery, none depicted any inhumane treatment of slaves, such as whipping or chaining; moreover, two books stated Jackson treated his slaves well or humanely. Though it is understandable an author attempting to keep a narrative appropriate to an intended grade level might not include Jackson's occasional inhumane treatment of his slaves, it is a historical misrepresentation, regardless of the grade level of an intended reader, to state Jackson treated his slaves humanely when historians’ views confirm at times he did not.

Older struggling readers can be directed to read intermediate level books. With an intermediate book as the sole resource however, they might not read about Jackson’s views on slavery or his occasional inhumane treatment of slaves. At the middle school level, students should be introduced to these perspectives about Jackson to form a more complete historical understanding of him. During Jackson’s life, while slaves were becoming more numerous on the U.S. landscape, the number of Native Americans was starting to decline.

Native Americans Removal from Their Homelands

Andrew Jackson’s involvement with Native Americans was a reoccurring theme through his life. Land conflicts kept settlers like Jackson on guard from attacks by Native Americans (Remini, 1988b). He fought wars against tribes over land, and later was in charge of making treaties with tribes in regards to the exchange of land (Remini, 2001). One of his first Presidential acts was to sign into law the Indian Removal Act (Meacham, 2008).

In Andrew Jackson’s view of the future of the U.S.A., Native Americans were not present, so he did not waste time debating removal (Meacham, 2008). Two-thirds (n = 19; 66%) of the books in the data pool mentioned Jackson’s rationale for removal (Table 1). Five books (17%) stated Jackson believed the Native Americans did not have any rights to the lands they
claimed (Table 1). The process of forcibly removing Native Americans from their lands is one topic teachers should let students study from many different perspectives, for it was a poorly executed process leading to the demise of many people (Remini, 1988a). Though Jackson was a popular President, some Americans did not agree with his decisions regarding Native Americans, and some were not fond of his actions in the military either.

**Depicting Violence in the Military**

During his military career Andrew Jackson was not afraid to use violence as a means to achieve his military goals, but only a small majority \((n = 17; 59\%)\) of books depicted these episodes of violence (Table 1). In *Andrew Jackson* (1997), by Karen Judson, the text emphasizes Jackson’s mercilessness by describing a situation in which a young soldier was caught away from his post, stating “Jackson made an example of him by ordering his court-martial and execution” (p. 51). This narrative affirms how cruel and merciless Jackson could be.

Andrew Jackson’s acts, however, were not unnoticed. A primary source in the discussion section depicts an anti-Jackson campaign flyer raising awareness about his soldiers that were executed under his leadership. This type of campaign material was not enough to keep Jackson, a national hero from his time in the military, from attaining the office of the Presidency. In conjunction with his popularity due to his military efforts was Jackson’s increasing fame as the representative of the common man.

**Jacksonian Democracy**

Only a fifth \((n = 6; 21\%)\) of the authors of books from the data pool used and defined the term Jacksonian Democracy (Table 1). Carol Behrman’s *Andrew Jackson* (2003) defines the term as “supporting the interests of farmers and small-business owners, laborers, and struggling pioneers” (p. 103). From early in the 19th century up to the elections of 1824 and 1828, more White male citizens were taking part in the democratic process (Coens, 2013). The terms common man and common people were used in all but nine books in the data pool (Collier 1999, Gutman 1987, Hilton 1988, Judson 1997, Kay Jr. 1967, Martin 1966, Parlin 1991, Sabin 1986, and Sandak 1992). Eight of the books in this subset made an attempt to define the terms or contextualize the terms within the time frames the book covered (Chidsey 1976, Harmon 2003, Meltzer 1993, Somervill 2003, Stoeff 1988, Venezia 2005, Viola 1986, and Wade 1993). Alice Osinski’s *Andrew Jackson* (1987), for example, contextualizes common people by pointing out that western states were allowing all White males to vote in 1828 whether they owned property or not, and Andrew Jackson received his greatest support from these people, who are referred to as the common people. In Osinski’s book, when the text stated Jackson was trying to keep the interests of the common people in mind when making decisions about laws and legislation, the term connotes that Jackson was looking out for the best interests of White males.

Using the terms common man or common people can become problematic when the terms are not defined explicitly. If students read that Andrew Jackson wanted the common man or common people to be able to vote or participate in government, they might misunderstand common man or common people as terms that are inclusive to African-Americans, women, or Native Americans. This misunderstanding can lead students to mistakenly infer Jackson was a reformer for these groups even though his intention of letting the majority govern did not include all groups of people. During Jackson’s time, while democracy was expanding for White males, minority groups such as women, African-Americans, and Native Americans were not involved (Cole, 2009). A primary source included in the discussion section can help teachers discuss with
students the groups for whom Jackson advocated, which may help to mitigate the presence of historical misrepresentations regarding Jackson.

**Common Historical Misrepresentations**

Historical misrepresentations can result in students forming an inaccurate understanding of historical figures (Bickford & Rich, 2014b). Heroification and omission are two common forms of historical misrepresentations evident in the books from the data pool. Heroification results when a single figure is given credit for efforts and accomplishments that can be attributed to other figures (Bickford, 2013a; Loewen, 1995). Omission results when information contributing to the historical accuracy of a topic is not included in a historical account (Bickford, 2013a).

A little over half \( (n = 15; 52\%) \) of the books from the data pool exhibited heroification (Table 1). These instances emerged when the text depicted the resolving of the Nullification Crisis, where I found some instances in which Andrew Jackson was given all the credit for resolving the issue. In Patricia Martin’s *Andrew Jackson* (1966) the text stated, “The President made a Proclamation. In this Proclamation, he said that no state had a right to withdrawal from the Union. South Carolina accepted the laws of the Federal Government, and did not withdraw from the Union” (p. 60). Historians note though Andrew Jackson was a prominent figure during the crisis, a compromise bill put forth by Henry Clay contributed significantly to keeping South Carolina from attempting to secede from the Union (Meacham, 2008). The failure to mention the compromise bill contributes to the heroification of Jackson during the crisis, as Clay’s compromise is deemed a timely piece of legislature (Meacham, 2008).

Omission occurred in four books in regards to Andrew Jackson’s stance on slavery (Gunderson 2009, Martin 1966, Parlin 1991, and Quackenbush 1986), particularly Jackson’s ownership of slaves who worked on his plantation. These books mentioned Jackson had a plantation he and his wife worked on, but omitted mention of the many slaves contributing unpaid labor. This omission can lead students to attribute the success of the plantation to hard labor done solely by Jackson and his wife.

Many more omissions were recorded regarding public sentiment towards Native American forced removal from the land they claimed. In regards to the conflict between U.S. settlers and Native Americans over land, only eight books from the data pool explicitly mentioned the value of the land in conflict for farming (Table 1). Students might not understand why American settlers did not just bypass the lands Native Americans lay claim to, and settle west of the Mississippi River since the government had recently acquired vast amounts of land through the Louisiana Purchase.

Failure to state sentiment against the forced removal of Native Americans from their lands while Andrew Jackson was in office is seen in five books from the data pool (Berhman 2003, Burke 2003, Gutman 1987, Potts 1996, and Welsbacher 1990). When anti-removal sentiment is not included, students reading the books may interpret the entire U.S. public as not only in favor of removal, but that no one at the time saw anything wrong with removal. A petition from the Cherokee women against removal is included as a primary source in the discussion section.

Many trade books omitted the information about thousands of Native Americans dying during removal (Chidsey 1976, Gutman 1987, Venezia 2005, Wade 1993, and Welsbacher 1990). This omission has major implications for students’ understanding of removal. Students reading these books might not grasp how detrimental removal was for Native Americans, for
these texts only bring awareness to the loss of land and not the loss of life. Primary sources from the discussion section can help fill the gaps of information omitted in the books, and in some cases these primary sources will directly contradict the narratives of the trade books. Introducing students to multiple trade books, letting them compare and contrast the narratives of the books, will also provide students with the opportunity to garner a balanced perspective about Andrew Jackson.

**Discussion**

Findings from the data pool were not intended as evaluations of the quality of any certain book. The findings can be used by teachers to develop curriculum. In this section, I highlighted standards that practicing teachers will be able to align their instruction. I further provided illustrative examples of how books from my data pool and primary resources found online can help guide teachers to develop rich, text-based curricula about Andrew Jackson.

In the reading standards for literacy in history and social studies, grades six through eight, in the CCSSI (2010), Standard Six calls for students to identify aspects of a text in order to discern an author’s point of view or purpose. To meet this standard, a teacher can introduce two books from the data pool to a class and have students compare and contrast the content of the books. Students reading Ann Gaines’s *Andrew Jackson: Our Seventh President* (2002), for example, will read Andrew Jackson “was a racist who believed that because of the color of their skin, white people were better than blacks and Native Americans” (p. 27). Donald Chidsey’s *Andrew Jackson: Hero* (1976), in contrast, stated “Jackson didn’t hate Indians and didn’t even despise them, as so many Tennesseans of this time did. He was not a racist, he was a realist” (p. 111).

With nearly half of the books in the data pool intended for the intermediate grade levels, and the other half intended for the middle grade levels, teachers can choose books meeting the needs of students from different reading levels while simultaneously deciding whether they want the students to be reading books that include the same content. Rebecca Stefoff’s (1988) trade book, intended for students at the middle level, and Linda Wade’s *Andrew Jackson* (1993), intended for students at the intermediate level, both mention Andrew Jackson was a slaveholder. In this situation, students coming from different ability levels of reading will be learning Jackson’s stance on slavery while reading different books. Intended for students at the intermediate grade level, Rick Burke’s *Andrew Jackson* (2003) on the other hand, does not bring up the issue of slavery or that Andrew Jackson owned slaves. When this book is substituted for either of the previous two, students will come away with different understandings of Jackson. Through discussion with peers, students from different ability levels can share their findings and analysis of Jackson, and learn how their understanding of Jackson can be different than the understandings of classmates as a result of which book they have read.

Standard Six also pertains to the inclusion or avoidance of particular facts relevant to a topic (CCSSI, 2010). The findings from the data pool demonstrate that different trade books diverged and converged with historians’ perspectives regarding topics within the texts. Many trade books omit facts and perspectives deemed significant by historians. Megan Gunderson’s *Andrew Jackson* (2009) and Gaines’s *Andrew Jackson: Our Seventh President* (2002) are examples. Gunderson’s depiction of how the Nullification Crisis was resolved avoided heroifying Jackson yet omitted his views about slavery. Gaines’s depiction of Jackson’s views on slavery, in contrast, converged with the views of historians although heroification was exhibited pertaining to Jackson’s involvement with resolving the Nullification Crisis. These
Historical misrepresentations demonstrate a single book from the data pool may not suffice as a sole resource for teaching about Jackson. When historical misrepresentations occur, primary sources can be used to help students form a more complete understanding of Andrew Jackson.

Standard Nine of the CCSSI calls for students to analyze the relationship between a primary and secondary source pertaining to the same topic (2010). In scrutinizing primary sources in trade books, students should think whether the author considered all the possible primary sources available, chose sources conveying a biased perspective, or simply chose sources enhancing the book’s narrative. Students are likely to trust the content within the book as true and comprehensive (Loewen, 2010; Wineburg, 2001). Educators need to supplement the reading of the trade books from the data pool with more appropriate primary sources to provide a more nuanced narrative.

Students have an opportunity to learn about Andrew Jackson’s actions towards his slaves through his own words in a newspaper advertisement from Jackson concerning one of his runaway slaves. Jackson offered a reward of 50 dollars to any person who seized the slave:

Eloped from the subscriber, living near Nashville, on the 25th of June last, a Mulatto Man Slave, about thirty years old, six feet and an inch high, stout made and active, talks sensible, stoops in his walk, and have a remarkable large foot….The above reward will be given any person that will take him, and deliver him to me, or secure him to jail, so that I can get him. If taken out of the state, the above reward, and all reasonable expenses paid – and ten dollars extra, for every hundred lashes any person will give him, to the amount of three hundred. (Jackson, 1804; as cited in Remini, 1988b, p. 52)

With anti-removal sentiment omitted in some of the narratives in the data pool, primary sources are critical in showing students the process of removal from different perspectives, namely the Native Americans. The following primary source excerpt shows a petition put forth by Cherokee women:

...Our Father the President advised us to become farmers... To this advice we have attended... Now the thought of being compelled to remove the other side of the Mississippi is dreadful to us, because it appears to us that we...shall be brought to a savage state again, for we have, by the endeavor of our Father the President, become too much enlightened to throw aside the privileges of a civilized life... There are some white men among us who have been raised in this country from their youth... These ought to be our truest friends but prove our worst enemies. They seem to be only concerned how to increase their riches... (Cherokee Women, 1818; as cited in Perdue & Green, 2005, p. 133)

Figure 1 can be used to depict how people opposed Andrew Jackson’s treatment of his own soldiers, as it demonstrates to students though Jackson indeed was a popular hero in the eyes of many, his actions disappointed many other people as well.
A letter from Jackson to his wife shows the dilemma he faced when dealing with his soldiers:

The shamefull [sic] desertion from their posts of the Volunteer Infantry…will sink the reputation of our state - and I weep for its fall - and with it the reputation of the once brave and patriotic volunteers - who a few privations, sunk from the highest devotion of patriots - to mere, wining, complaining, seditious [sic] and mutineers - to keep whom from open acts of mutiny I have been compelled to point my cannon against, with a lighted match to destroy them. (Jackson 1813, as cited in Craven, 1933, p. 114)

Table 1 shows many intermediate grade level trade books did not state Andrew Jackson threatened his soldiers or ordered his own soldiers killed. These actions were used against Jackson when his was running for President. Even though he was a popular candidate, many people opposed his actions as a military general (Remini, 1988b). The aforementioned letter, additionally, gives insight on Andrew Jackson's views towards Native Americans, as Jackson writes about his adopted son, who is a Native American named Lyncoya:
Please write me how my little andrew [ ] and whether, his little Indian Lyncoya was taken to him by Major Whyte of Gallatine - if he has got him now & what he thinks of him - keep Lyncoya in the house - he is asavage [ ] that fortune has thrown in my h[ ] his own femal[ ] matrons wanted to h[ ] because the whole race & family of his [ ] was destroyed - I therefore want him well taken care of, he may have been given to me for some valuable purpose - in fact when I reflect that he as to his relations is so much like myself I feel an unusual sympathy for him… (Jackson 1813, as cited in Craven, 1933, p. 115)

A primary source like this letter allows students to make judgments about Jackson’s feelings and beliefs based on his own words instead of relying on the narrative of a history textbook or trade book which may not touch upon the topic. Students may be able to develop a clearer understanding of how Jackson viewed Native Americans when they read his own words referring to his adopted son as a savage, and can compare these primary sources with narratives of the data pool. Table 1 can be used by teachers to guide selection of trade books when comparing how different authors incorporated Native Americans into their books. Through the implementation of multiple divergent views about removal, teachers can help students detect bias and form a well-rounded stance on this topic (Loewen, 1995).

Figure 2 can be used to discuss how Andrew Jackson was depicted as a representative of the common people. The figure portrays the White House opened up for the public to attend an open house after Jackson’s first inauguration ceremony. The aforementioned newspaper advertisement concerning Jackson’s runaway slave, the petition by the Cherokee woman, and Figure 2 can all be used to facilitate a discussion with students about groups of people for whom Jackson would have advocated. As during Jackson’s time, while the White man was making great strides, minorities such as African-Americans and Native Americans were not seeing the same advancements in society (Cole, 2009).

Students can analyze primary sources, juxtaposing them with the narratives offered by trade books from the data pool (CCSSI, 2010). The aforementioned primary sources are an illustrative, not exhaustive, representation of how primary sources can be used when teaching about Andrew Jackson’s life and perspectives. These primary sources represent a small sample of the many primary sources free online through various websites. One reputable source is the Library of Congress. Educators may wish to modify primary sources in order to make them more usable for instruction. One example of modification might include shortening the length of a primary source for use in a classroom. Reading, Thinking, and Writing About History (2014) by Chancey Monte-Sano, Susan De La Paz, and Mark Felton offers modified primary sources that can serve as examples about how to modify original primary source material.
Conclusion

Though some teachers already supplement the teaching of a textbook with multiple trade books and primary sources to enhance students’ understanding of history, almost every teacher must engage in this practice to align instruction with new standards. My research validates this necessity in finding no single trade book from the data pool can deliver a comprehensive, historically accurate account of a topic concerning Andrew Jackson. The content analysis tool used for scrutinizing the data pool in this study is recommended for use by educators who plan to incorporate into the classroom children’s and young adult books written about Jackson.
References
National Council for the Social Studies. (2013). College, career, and civic life (C3) framework for social studies state standards: Guidelines for enhancing the rigor of k-12 civics, economics, geography, and history. Silver Spring, MD: NCSS.


**Web Based References**


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**Appendix A**

**Trade Books on Andrew Jackson**


Appendix B
Content Analysis Tool

1. Author Name:
2. Book Title:
3. Publication Date:
4. Series Title:
5. Reprint Dates:
6. Intended grade level of the book:
7. Is the narrative presented as historical fiction or historical non-fiction (narrative non-fiction, expository, biography), or mixed-genre?
8. Would the genre and/or level of factual basis be obvious to a typical reader of the intended grade?
9. Did the book incorporate primary sources? If so, how?
10. What time frames of Jackson’s life does the book cover?
   a. Youth:
   b. Life on Frontier:
   c. Military Career:
d. U.S. Presidency:
e. Life Post-President:

11. Did the author contextualize frontier life during Jackson's time as a child through his formative years? If so, how?
12. Did the author depict Jackson's views on slavery? If so, how?
13. Did the author depict violence during Jackson's military career when Jackson was dealing with his soldiers and punishing enemies? If so, how?
14. Were Native Americans included in the narrative? If so, how?
15. Did the author refer to the population as “Native Americans”, “Indians”, or “American Indians”?
16. Did the author depict the differences between Jackson and the U.S. Presidents that served before him? If so, how?
17. Did the author use the term Jacksonian Democracy? If so, how did the author define the term?
18. Did the author depict Jackson's rationale for important decisions? If so, how?
   a. Invading Florida:
   b. Native American Removal:
   c. Nullification Crisis:
   d. Bank War:
19. Did the author portray the Washington establishment’s perceptions of Jackson? If so, how?
20. Did the author portray Jackson as having a bad temper? If so, how?
21. Did the author depict Jackson’s health problems throughout his life? If so, how?
22. Did the author use the term “common people” or “common man”? If so, how did the author define the term?
23. Were any common historical misrepresentations apparent? If so, describe.
   a. Presentism:
   b. Exceptionalism:
   c. Villainification:
   d. Heroification:
   e. Omission:
24. Were there any parts of the book that seemed historically inaccurate or problematic? If so, describe.
25. Additional comments:

Coding guidelines are as follows:
- Explicit/Detailed (The topic is explicitly included in two or more sentences with at least one sentence in the narrative and the other sentence could be in the Foreword or Afterword.)
- Explicit/Minimized (The topic is explicitly included in one sentence in either the Foreword, narrative, or Afterword.)
- Implicit/Vague (The topic is implicitly included in the Foreword, narrative, or Afterword.)
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