



# UNIT III

## Growth, Division, and Reunion

### CHAPTER 11

## Andrew Jackson, Reform, Sectional Tensions

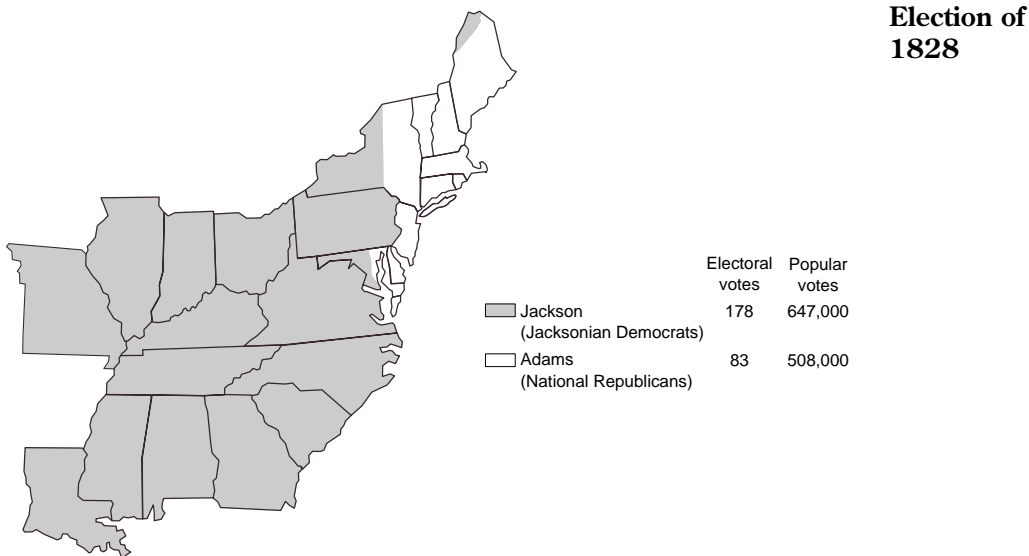
### AGE OF JACKSON

Andrew Jackson, a Democrat, was elected president in 1828. Jackson achieved initial political success in the frontier state of Tennessee. He became a national hero after the Battle of New Orleans (see page 127).

Born poor, Jackson, as president, championed political rights for laborers, farmers, and frontier people. He showed his respect for the common people in the following quotation:

★ In the full enjoyment of the gifts of Heaven . . . every man is equally entitled to protection by law . . . [including] the humble members of society—the farmers, mechanics and laborers . . . [who] have a right to complain of the injustice of their government.

The *Age of Jackson* (1829–1837) saw the rise of the common people and expanded democracy. However, it was also a time of persecution of Native Americans, expansion of slavery, and sectional conflict.



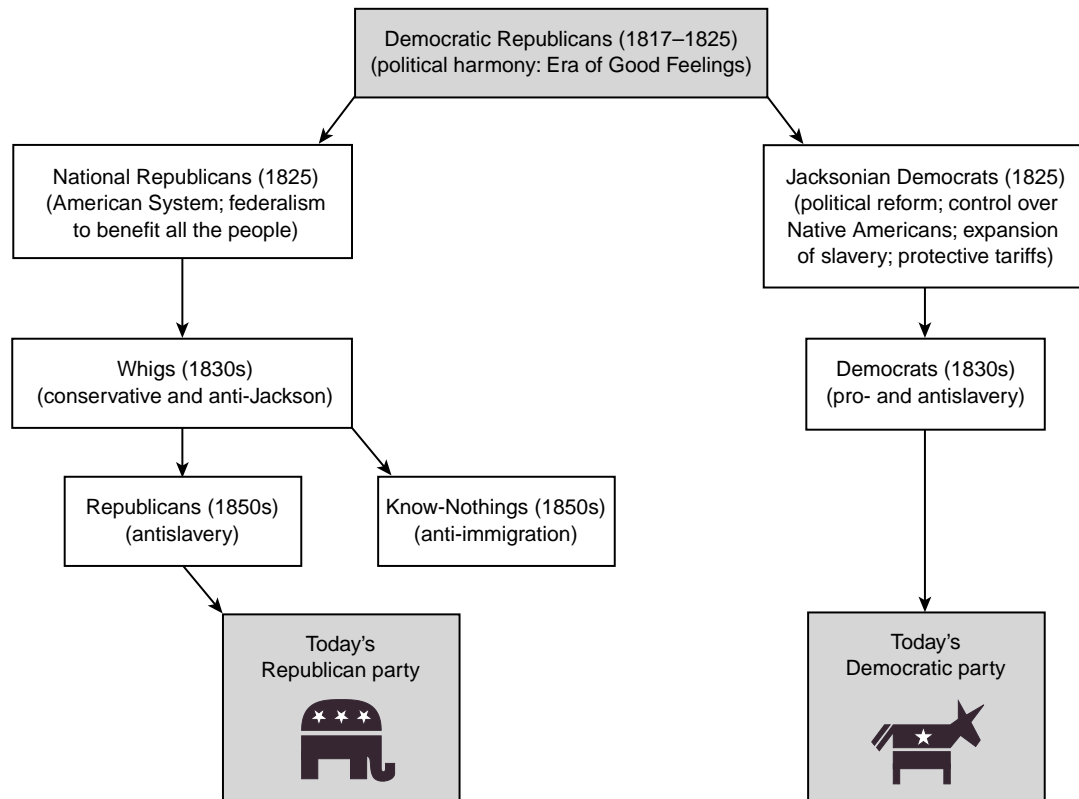
**Reform and Political Change** During the Age of Jackson, three political changes, in particular, advanced the cause of wider democracy:

- Expanded suffrage: By 1830, states had removed property requirements for voting, so that most white males of 21 years or older could vote.
- New campaign techniques: With more people voting, candidates and their parties used banners, dinners, rallies, speeches, and debates to attract voter attention.
- Selecting a president: For the first time, presidential candidates were chosen at a **national nominating convention**. It replaced the **caucus**, at which only party leaders selected candidates for president and vice president.

**Political Parties** Early political parties had rival visions of the nation's future. Jefferson, Madison, and the Democratic-Republicans sought to politically empower farmers and laborers and limit federal power. In New York, George Clinton and his nephew, De Witt, followed the same political line. Jackson's Democratic party continued to champion the common man.

Another group of parties appealed to the educated and wealthy. Federalists stood for strong federal government devoted to banking, manufacturing, and commerce. Later, the National Republicans and, during Jackson's administration, the Whigs, continued this conservative tradition.

### Evolution of Today's Political Parties





**“Canvassing for a Vote”:** Politicians from the Age of Jackson onward sought the common man’s vote.

As political parties developed, they aggravated sectional differences. Republicans supported loose construction of the Constitution, which Jackson opposed. Jackson’s popularity was based on his support of positions beneficial to all of the American people. He cleverly portrayed himself as a state’ rights advocate—for Northern Republicans, Western farmers, and Southern planters.


**Spoils System** Jackson’s friend, Senator William Marcy of New York, said famously, “To the victor belong the spoils of the enemy.” And, indeed, Jackson believed that the president should be the voice and support of those citizens he favored—in Jackson’s case, ordinary people. He began by inviting them to his inauguration and the White House party that followed. And soon he acted on Marcy’s motto. Through the **spoils system**, Jackson rewarded his supporters with federal jobs. Later presidents, from both the Whig and Democratic parties, followed his example.

**Policy on Native Americans** Europeans, drawn by land, economic opportunity, freedom, and chance for a better life, continued to swell the U.S. population. Their settlements pushed Native Americans farther and farther west. Native Americans tried several survival strategies: adopting European cultures; strengthening their own cultures; uniting against settler inroads into their territories.

As conflicts arose, Jackson always favored the settlers. The *Indian Removal Act* (1830) forced Native Americans to leave their lands for areas where Europeans had



**“The Trail of Tears”—the Cherokees’ forced journey to an unknown land**

 <b>U.S.–NATIVE AMERICAN CONFLICTS (1790–1842)</b>		
Date	Event	Outcome
1790	Defeat of Harmar (Indiana)	Josiah Harmar’s troops forced to retreat by Shawnees.
1791	Defeat of St. Clair (Indiana)	Army unit under Arthur St. Clair defeated by Native Americans under Little Turtle.
1794*	Battle of Fallen Timbers (Ohio)	Native American army defeated by Anthony Wayne; thousands of acres of their land in Ohio and Indiana ceded by <i>Treaty of Greenville</i> .
1811*	Battle of Tippecanoe (Indiana)	Tecumseh’s confederacy defeated by William Henry Harrison.
1812	Fort Dearborn Massacre (Illinois)	Garrison’s troops killed or captured and fort burned by Potawatomi warriors.
1813	Fort Mims Massacre (Alabama)	500 Americans and Native American allies killed by Creeks.
1814*	Battle of Horseshoe Bend (Alabama)	Creeks defeated by Andrew Jackson; Creek lands in Mississippi Territory ceded.
1818*	First Seminole War (Florida)	Indian force dispersed and two Spanish towns seized by Jackson; Spain persuaded to sell Florida to United States.
1832*	Black Hawk War (Illinois, Wisconsin)	Sauks and Foxes under Black Hawk chased from Illinois into Wisconsin, massacred at Bad Axe River by U.S. forces.
1835–1842*	Second Seminole War (Florida)	Seminoles under Osceola defeated by U.S. troops after rising up during forced transfer to Oklahoma; Osceola imprisoned, thousands removed, others in flight to safe havens in swamps.

\*U.S. victory.

Source: Roberts/Franklin, *Comprehensive United States History* (New York: Amsco, 1998).

not yet settled. The worst forced removal was the “Trail of Tears” (1838), during which 15,000 Cherokees from Georgia were forced 800 miles westward through cold and rain; thousands died from exposure and starvation. Jackson used this action to defy Chief Justice John Marshall’s ruling in *Worcester v. Georgia*, which supported Cherokee rights to their own land.



### INFO CHECK

1. How was expanded democracy in the Age of Jackson reflected in the way in which presidential and vice presidential candidates were chosen?
2. Trace how the split in the Democratic-Republican party after 1825 led to the two major political parties in the United States today.
3. How did Jackson’s experiences in the War of 1812 and the First Seminole War influence his Native American policy as president?

### Sectional Differences

**Bank War** In 1832, Jackson vetoed a bill to renew the charter of the Second Bank of the United States. A bitter conflict ensued because:

- The Northeast supported the bank; its manufacturers and bankers benefited from ready capital for investment and stable currency.
- The South and West opposed the bank; its planters, farmers, and debtors preferred state banks that offered easy credit, cheap money, and high agricultural prices.

As in this 1832 cartoon entitled “King Andrew,” Jackson’s opponents accused him of trampling on the Constitution and wielding the power of a monarch.



Jackson accused the bank of making loans to Northeastern businesspeople while denying loans to Western farmers. Senator Henry Clay, a Whig senator from Kentucky and Jackson's opponent in the election of 1832, supported the bank. Jackson easily won reelection.

**Tariff Dispute** In 1828, Congress passed a high protective tariff to shelter Northern industries from foreign competition. It threatened to decrease imports of British-made cotton cloth and, in turn, decrease huge Southern cotton exports to Britain. Moreover, a high tariff might further harm the South's economy if European nations, in retaliation, raised their tariffs on imports from the South.

Leading the resistance to this "Tariff of Abominations" was Jackson's vice president, John C. Calhoun of South Carolina. In *The South Carolina Exposition and Protest*, he denounced the tariff, proposed that states had the right to declare federal acts unconstitutional, and urged nullification of the Tariff of 1828 for favoring one section of the country over another. During the great 1830 nullification debate in the Senate, Senator Daniel Webster of Massachusetts warned that if the states could nullify federal laws, the Union would become a "rope of sand."

In its 1832 *Ordinance of Nullification*, South Carolina threatened to withdraw from the Union if the federal government collected tariffs in Southern ports. An angry Jackson successfully urged Congress to pass the *Force Bill* authorizing military enforcement of the tariff.

At the same time, Clay proposed a compromise—a new tariff that would gradually reduce rates if South Carolina repealed its ordinance. In accepting Clay's compromise, Jackson showed that he supported the Union in the face of sectionalism. For a time, a sectional crisis had been avoided.



### INFO CHECK

1. Why did the Second Bank of the United States become a sectional issue in 1832?
2. Explain who would have referred to the 1828 tariff as the "Tariff of Abominations."
3. How might the principle of nullification jeopardize the separation of powers among the three branches of the federal government?



## REFORM MOVEMENTS

From the Age of Jackson through the mid-1800s, a spirit of reform inspired many Americans with a special mission to cure society's various ills.

**Temperance** One goal of reformers was **temperance**—moderation in, or total abstinence from, drinking alcoholic beverages. Women were especially active in this cause because of their experiences with drinking husbands, who often beat them and failed to provide for them and their children. In the 1840s, several states prohibited manufacture and sale of alcoholic beverages.

**Gains for Women** Women's lives were changing dramatically. On the farm, a wife was traditionally a family partner. But increasingly, families were moving to



**Forces of the Temperance Crusade in action**

towns and cities. There, a wife raised children and kept house, but was not viewed as a contributing member of the family; that is, she earned no income.

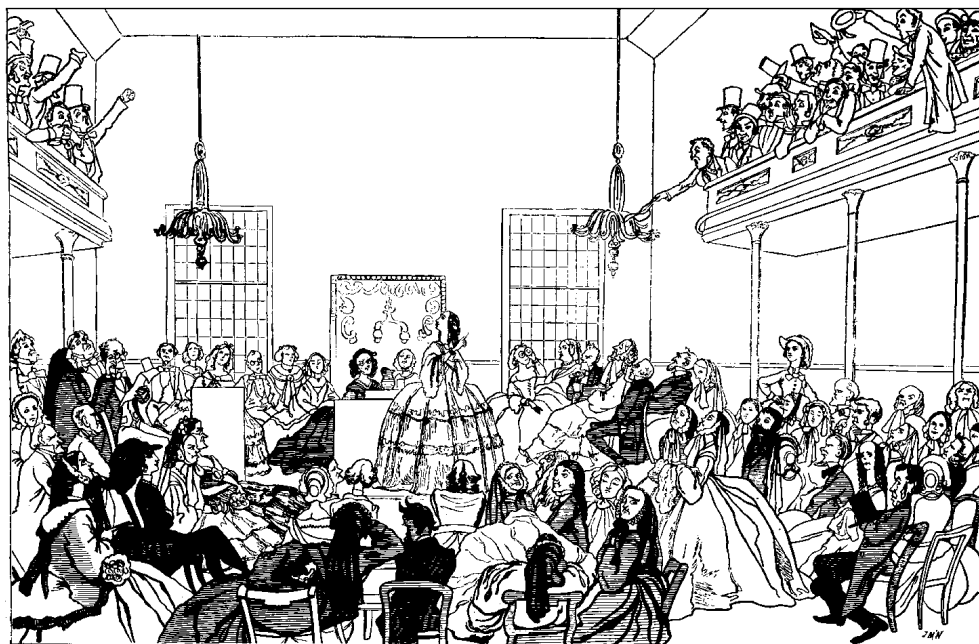
Women could not be legal guardians of their children, inherit property, or vote. A working woman's wages belonged to her husband. Religious leaders preached that greater freedom for women would threaten family life. Such attitudes discouraged any call for change.

**Women's Rights** In 1848, Lucretia Mott and Elizabeth Cady Stanton, who objected to "male only" politics, organized a meeting at Seneca Falls, New York. The agenda was to "discuss the social, civil, and religious rights of women." This *Women's Rights Convention*—the first of its kind—was attended by 300 people, including about 40 men. The platform called for women to receive the full rights and privileges of citizenship. The convention's *Declaration of Sentiments* stated that "all men and *women* are created equal." It then listed the following rights of women:

- to vote and hold office
- to hold property in their own names
- to manage their incomes as wage earners
- to be legal guardians of their children.

Susan B. Anthony, a rural New York schoolteacher and crusader for women's rights, protested working conditions for female teachers and demanded wages equal to those of male teachers. She boldly registered to vote and then voted illegally. She then refused to pay the fine imposed by a Rochester court.

In 1848, New York State passed the *Married Women's Property Act*, which allowed women some legal protection over inherited property. Ernestine Rose, a



During the women's rights convention of 1848, the speaker of the day defies an unruly gallery of men by denouncing the "Lords of Creation."

Jewish immigrant from Poland, collected hundreds of petition signatures that helped pass the act.

**Education** Reformers considered women's education the first step in their gaining equal rights and better lives. In New York, serious female education began in 1821, when Emma Willard opened the Troy Female Seminary. In 1835, the Female Academy was founded in Albany. In 1855, Elmira Female College (later Elmira College for Women) opened. In 1861, Vassar College for Women became the first such institution staffed with teachers on a par with those in men's colleges.

Elizabeth Blackwell became the first woman physician in the United States. She gained admission to Geneva Medical College, New York, through a misunderstanding. She bravely withstood the taunts and practical jokes of her fellow students and, in 1849, graduated at the top of her class.

**Prison Reform** Traditionally, prisons punished criminals rather than restoring them to society. In New York prisons, for example, many inmates died of disease. Debtors and juveniles convicted of minor offenses were housed with robbers and murderers. Often, the mentally ill shared the same quarters.

Prison reform in New York began in a small way in the 1820s. Inmates in Auburn Prison were allowed to work together by day (but were put in solitary confinement at night). At all times, however, strict silence was required.

Eliza Farnham, warden of the women's prison at Sing Sing, abolished the no-speaking rule. She set up classes where women learned to read and write. Volunteers read to prisoners as they worked. The prison library stocked books of general interest as well as those with religious themes.

In 1824, Thomas Eddy, a Quaker reformer, started the House of Refuge in New York City. There, juvenile delinquents were cared for and educated. In tribute to Eddy's efforts, the state set up a similar shelter in Rochester in 1849.

**Reforms in Caring for the Mentally Ill** In the early 1800s, little was known about the proper care and treatment of the mentally ill. When not neglected or ill-used at

home, such people were often chained and beaten in institutions. Dorothea Dix, a Massachusetts schoolteacher, began the movement to reform treatment of the mentally ill.

In New York, humane facilities were soon established. They included the Bloomingdale Asylum for the mentally disabled poor in Manhattan (1821) and the New York State Lunatic Asylum in Utica (1836), where patients could work out-of-doors and enjoy supervised recreation.

**Public Education** Until the 1820s, most children were educated at home or in church schools. Some local governments ran schools, but few were free. Poor children received little or no education.

Reformers argued that democracy works only if its citizens are educated. In 1812, New York passed a law that encouraged towns to set up elementary school systems; state funds were matched equally by towns. Nevertheless, parents had to pay fees based on the number of days that their children attended classes. Gideon Hawley, the state's first school superintendent, increased the number of schools and improved the quality of instruction. By 1825, New York's schools were the best in the nation. By 1867, there was free elementary education throughout the state.

One program attempted to help children on New York's Iroquois reservations fit into mainstream American society. By the mid-1800s, Native American children and adults were learning the "three r's." Educated adults were thus able to do business with people outside their communities. A few Iroquois students attended renowned private schools; some went on to college.

**Abolition** Foremost among activist reformers, abolitionists demanded an immediate end to slavery. There were several thousand abolitionists in New York—especially among church congregations.

Many New Yorkers considered abolitionists impractical and even dangerous. Abolition, however, was not a new idea. Even before the Revolution, New York Quakers had protested against slavery. In 1799, Governor John Jay had helped free enslaved children when they became adults. By 1828, all of the state's enslaved Africans had been freed.

**Organizing the Cause** William Lloyd Garrison of Massachusetts was one of the "fathers" of the abolition movement. In speeches and in articles in his newspaper, *The Liberator*, Garrison spoke out sharply against slavery.

Arthur Tappan, a silk merchant in New York City, was another key abolitionist. In 1833, he and his brother Lewis founded a New York abolition society. That same year, the Boston and New York abolition societies merged to form the *American Anti-Slavery Society*. A proslavery mob disrupted its first meeting in New York City.

**Black Abolitionists** Free African Americans and escaped slaves also became leaders in the movement. Best known was Frederick Douglass, who escaped from slavery in Maryland, settled in Rochester, and started an abolitionist newspaper, *The North Star*. A famous speaker, he converted many people to the antislavery cause.

Sojourner Truth was another famous African American abolitionist. Born in New York, she gained her freedom in 1828. Although illiterate, she was a compelling speaker for the rights of the enslaved and women. Sojourner Truth carried her message to New England and the Midwest, and visited President Lincoln in Washington, D. C., in 1864.



**Fugitive slaves arriving at a station on the Underground Railroad**

**“Underground Railroad”** Some abolitionists helped slaves escape north. Their organization, the **“Underground Railroad,”** had “stations” along the way, where homeowners hid, clothed, and fed fleeing slaves. They continued their flight from station to station and then to freedom, often in Canada. Throughout the period, slaves were considered their owners’ property, and, thus, abolitionists who hid slaves were breaking the law and risking stiff fines and even jail terms.

The most famous “conductor” was a former slave, Harriet Tubman, who had fled north and settled in Auburn, New York. Tubman, the “Moses of her People,” helped so many fleeing slaves that huge rewards were offered for her capture.



#### **INFO CHECK**

1. Why did many women in the women’s rights movement also support temperance?
2. Name two persons in the reform movement whom you particularly admire, and explain your choices.
3. Why were the reform efforts that began in the early 1800s a sign of the maturing of American society?

**Religious Practice** The majority of Americans were Protestant—Episcopalian, Dutch Reformed, Methodist, Presbyterian, Baptist, Congregationalist, or Lutheran. In New York City, however, the many Irish and German immigrants accounted for the large number of Roman Catholics. By 1855, Roman Catholicism



**Thousands of Christians attending a revivalist camp meeting at Sing Sing, New York, in 1859**

had become the city's predominant religion. New York's Jewish population, small but growing, was also centered in New York City.

**Revivalism** Protestants shared certain basic beliefs: the Bible was the final authority on matters of faith; people should follow biblical teachings, perform good works, and become better Christians by praying to God regularly.

In the early 1800s, a wave of religious excitement called **revivalism** arose in New England and spread throughout upper New York. The movement's leaders warned that Christians had become lax and could be saved only by worshipping God more devoutly and obeying the Bible. Zealous preachers stirred up congregations by calling on them to admit their sins publicly, repent, and be saved.

**Mormonism** While revivalists increased the size of existing congregations, new religious groups arose as well. One of the most important was the Church of Jesus Christ of Latter-day Saints, whose members are known as Mormons. Between 1820 and 1827, the founder, Joseph Smith, claimed to have visions of God and visits from the angel Moroni. In 1830, he proclaimed the new religion at Fayette, New York. Feared and persecuted by their neighbors, Smith and his followers soon left New York for the West.

**Reform Judaism** In the mid-1800s, many American Jews came under the influence of Isaac Mayer Wise. He believed that Jews in the United States had to adapt better to the nation's customs. Wise's form of worship was called Reform Judaism. Still practiced by millions of Jews, it is the second largest of the religion's three branches in the United States, ranking after Conservative and before Orthodox Judaism.

**INFO CHECK**

1. "Protestantism in the United States is a reflection of the diverse origins of American citizens." Explain.
2. Why do you think religious revivalism was stronger in rural than in urban areas?



## CHAPTER REVIEW

### Multiple-Choice Questions

1. One group that backed Andrew Jackson's candidacy for president was
  1. the Federalists
  2. Westerners
  3. Native Americans
  4. Northern bankers.
2. Jackson became known nationally during
  1. the Critical Period
  2. the Constitutional Convention
  3. the Lewis and Clark expedition
  4. the War of 1812.
3. The practice of replacing holders of federal jobs with political supporters is
  1. the separation of powers
  2. the party system
  3. temperance
  4. the spoils system.
4. During the Age of Jackson, Native Americans
  1. moved to cities in large numbers
  2. formed alliances with other minorities
  3. were forced to move westward
  4. adopted the culture of white settlers.
5. The Trail of Tears is associated with the
  1. Ordinance of Nullification
  2. Battle of Tippecanoe
  3. Indian Removal Act
  4. election of 1824.
6. Westerners opposed to the Bank of the United States believed that
  1. it would cause inflation
  2. it favored debtors
  3. its deposits were mismanaged
  4. it benefited Eastern business interests more than others.
7. Which belief applies to the doctrine of nullification?
  1. States created the federal government and can overturn federal laws.
  2. The federal government was created by Northern commercial interests.
  3. Citizens should decide for themselves whether to obey a law.
  4. The Southern states were wrong to join the Union.
8. The Seneca Falls *Declaration of Sentiments* dealt with
  1. temperance
  2. prison reform
  3. women's rights
  4. care of the mentally ill.
9. The humanitarian most dedicated to reforming mental institutions was
  1. Dorothea Dix
  2. Lucretia Mott
  3. Emma Willard
  4. Elizabeth Blackwell.
10. Of the following, the one *not* associated with abolition is
  1. John Jay
  2. William Lloyd Garrison
  3. Frederick Douglass
  4. John C. Calhoun.

### Constructed-Response Questions

Base your answers to questions 1–3 on the chart on page 134.

1. What does this chart show?
2. Identify two issues on which two parties have disagreed.
3. Do the Democratic and Republican parties of today differ? Explain.

Base your answers to questions 4–6 on the cartoon on page 137.

4. Who is the subject of the cartoon?
5. Why do you think he is referred to as “King Andrew”?
6. Do you think the cartoonist was in favor of or opposed to the president? Explain.

Base your answers to questions 7–9 on the illustration on page 139.

7. Name three things shown.

8. What has just happened?

9. Why are so many of the people shown women?

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## Document-Based Question

### Part A: Short Answer

Study each document and answer the question(s) following it. Then read the **Task** and write your essay. It should include references to most of the documents, along with additional information based on your knowledge of social studies.

**HISTORICAL CONTEXT:** When Andrew Jackson was elected president in 1828, a “new democracy” emerged. Jackson made decisions that had an impact on many people with differing points of view about his policies.

**DOCUMENT 1.** Refer to the quotation on page 133.

1. According to Jackson, from whom does everyone have the right to be protected?

**DOCUMENT 2.** Refer to the painting on page 135.

2. What new way for a politician to relate to the common people is shown in this painting?

**DOCUMENT 3.** Refer to the map on page 133.

3. Why was Jackson called “the people’s president”?

4. Why was Jackson’s election considered a sectional victory?

**DOCUMENT 4.** Refer to the painting on page 136.

5. What does this painting show?

6. Why do you think this event was called the “Trail of Tears”?

**DOCUMENT 5.** Refer to the cartoon on page 137.

7. Why did the cartoonist draw Jackson as a king?

8. How does this view of Jackson relate to his reputation as president of the common people? Explain.

### Part B: Essay

#### TASK

- Describe *two* different views of Jackson held by select groups of people.
- Decide whether Jackson can be considered a “democratic” president. Explain your decision.