

The Age of Jackson



California Standards

History–Social Science

8.4 Students analyze the aspirations and ideals of the people of the new nation.

8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.

8.10 Students analyze the multiple causes, key events, and complex consequences of the Civil War.

English–Language Arts

Writing 8.2.5.a Present information purposefully and succinctly and meet the needs of the intended audience.

Reading 8.2.0 Students read and understand grade-level appropriate material.

FOCUS ON WRITING



An Interview You are a reporter for a large city newspaper in the year 1837. Andrew Jackson has just left office, and you have been given the assignment of interviewing him about his presidency and his role in American politics. As you read this chapter, you will write interview questions for your interview with Jackson.



UNITED STATES



1828

Andrew Jackson is elected president.

Sequoya finishes a written language for the Cherokee.



1830



WORLD

1829

Louis Braille publishes a reading system for the blind.

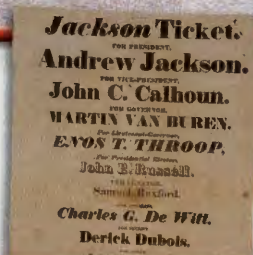
History's Impact

▶ video series

Watch the video to understand the impact of Native American reservations.

**What You Will Learn...**

In this chapter you will learn about how President Andrew Jackson helped shape the United States. He was so influential that historians refer to his presidency as the Age of Jackson. This statue of Jackson has stood in Washington, D.C., for more than 150 years and captures the drive and spirit of the seventh president of the United States.

**1832**

Andrew Jackson vetoes the charter renewal of the national Bank of the United States.

1836

Martin Van Buren is elected president.

**1838**

The Trail of Tears begins when U.S. troops remove the Cherokee from Georgia.

1835**1832**

A British reform bill doubles the number of British men who can vote.

1833

Slavery is abolished in the British Empire.

**1838**

Dutch colonists known as Boers clash with the Zulu in southern Africa.

1839

The Opium War breaks out between Great Britain and China.



Economics

Geography

Politics

Religion

Society and Culture

Science and Technology

Focus on Themes In this chapter you will read about the events that shaped the United States from 1828–1838. You will see how **political** and **economic** decisions were intertwined. For instance, you will read about the tensions between southern

and northern states over tariff regulations. You will also read about the forced relocation of many Native Americans to the West. Understanding how economic issues led to political decisions will help you understand this time.

Drawing Conclusions about the Past

Focus on Reading Writers don't always tell you everything you need to know about a subject. Sometimes you need to think critically about what they have said and see what it all adds up to.

Drawing Conclusions Earlier in this book you learned how to make inferences. Sometimes when you read, you will need to make several inferences and put them together. The result is a **conclusion**, an informed judgment that you make by combining information.

Additional reading support can be found in the **Interactive Reader and Study Guide**

Election of 1828

The 1828 campaign focused a great deal on the candidates' personalities. Jackson's campaigners described him as a war hero. They said he had been born poor and rose to success through his own hard work.

Adams was a Harvard graduate whose father had been the second U.S. president. Jackson's supporters described Adams as being out of touch with everyday people . . . When the ballots were counted, Jackson had defeated Adams, winning a record number of popular votes. (pp. 285–286)

Inference: Jackson shared many qualities with American voters.

+

Inference: Adams enjoyed many privileges that most Americans did not.

+

Inference: Jackson easily won the election by a huge majority.

Conclusion: In 1828, Americans chose a president to whom they could relate.



ELA Reading 8.2.0 Students read and understand grade-level appropriate material.

Key Terms and People

You Try It!

The following passage is from the chapter you are getting ready to read. As you read the passage, look for the facts of the situation.

The Election of 1834

In 1834 a new political party formed to oppose Jackson. Its members called themselves Whigs, after an English political party that opposed the monarchy, to make the point that Jackson was using his power like a king. The Whig Party favored the idea of a weak president and a strong Congress. Unable to agree on a presidential candidate, the Whigs nominated four men to run against Vice President Martin Van Buren. With strong backing from Jackson, Van Buren won the election.

*From
Chapter 9,
p. 292*

After you read the passage, answer the following questions.

1. From this passage, what can you infer about President Jackson's popularity with the Whig Party?
2. The Whigs could not choose a single presidential candidate, so they nominated four men. Based on what you know about elections from your studies and your past experiences, how do you think this affected the votes each man received?
3. Jackson's backing helped Van Buren win the presidency. From this, what can you infer about Jackson's popularity with the American people as a whole?
4. Using the inferences you made answering questions 1 through 3, draw a conclusion about why Van Buren won the election of 1834.

As you read Chapter 9, use your personal background knowledge and experience to draw conclusions about what you are reading.

Chapter 9

Section 1

nominating conventions (p. 285)
Jacksonian Democracy (p. 285)
Democratic Party (p. 285)
John C. Calhoun (p. 285)
spoils system (p. 286)
Martin Van Buren (p. 286)
Kitchen Cabinet (p. 286)

Section 2

Tariff of Abominations (p. 289)
states' rights doctrine (p. 290)
nullification crisis (p. 290)
Daniel Webster (p. 291)
McCulloch v. Maryland (p. 292)
Whig Party (p. 292)
Panic of 1837 (p. 293)
William Henry Harrison (p. 293)

Section 3

Indian Removal Act (p. 294)
Indian Territory (p. 294)
Bureau of Indian Affairs (p. 294)
Sequoya (p. 295)
Worcester v. Georgia (p. 296)
Trail of Tears (p. 296)
Black Hawk (p. 297)
Osceola (p. 297)

Academic Vocabulary

Success in school is related to knowing academic vocabulary—the words that are frequently used in school assignments and discussions. In this chapter, you will learn the following academic words:

criteria (p. 290)
contemporary (p. 295)

Jacksonian Democracy

What You Will Learn...

Main Ideas

1. Democracy expanded in the 1820s as more Americans held the right to vote.
2. Jackson's victory in the election of 1828 marked a change in American politics.

The Big Idea

The expansion of voting rights and the election of Andrew Jackson signaled the growing power of the American people.

Key Terms and People

nominating conventions, *p. 285*
 Jacksonian Democracy, *p. 285*
 Democratic Party, *p. 285*
 John C. Calhoun, *p. 285*
 spoils system, *p. 286*
 Martin Van Buren, *p. 286*
 Kitchen Cabinet, *p. 286*

If YOU were there...

It's 1829, and you live in Washington, D.C. You've come with a friend to the party for Andrew Jackson's inauguration as president. Your friend admires Jackson as a man of the people. You are less sure about his ability. Jackson's inauguration soon turns into a rowdy party, as mobs crowd into the White House. They break glasses and overturn the furniture.

How would you feel about having Jackson as your president?

BUILDING BACKGROUND In the early years of the United States, the right to vote belonged mainly to a few—free white men who owned property. As the country grew, more men were given the right to vote. This expansion of democracy led to the election of Andrew Jackson, a war hero. But not everyone approved of Jackson.

Expansion of Democracy

America in the early 1800s was changing fast. In the North, workshops run by the craftspeople who owned them were being replaced by large-scale factories owned by businesspeople and staffed by hired workers. In the South, small family farms began to give way to large cotton plantations, owned by wealthy white people and worked by enslaved African Americans. Wealth seemed to be concentrating into fewer hands. Many ordinary Americans felt left behind.

These same people also began to believe they were losing power in their government. In the late 1700s some Americans thought that government was best managed by wealthy, property-owning men. Government policies seemed targeted to help build the power of these people. The result was a growing belief that the wealthy were tightening their grip on power in the United States.

Hoping for change, small farmers, frontier settlers, and slaveholders rallied behind reform-minded Andrew Jackson, the popular hero of the War of 1812 and presidential candidate in the 1824 election. They believed Jackson would defend the rights of the common



HSS 8.8.1 Discuss the election of Andrew Jackson as president in 1828, the importance of Jacksonian democracy, and his actions as president (e.g., the spoils system, veto of the National Bank, policy of Indian removal, opposition to the Supreme Court).

Democracy in Action

Democracy spread in the early 1800s as more people became active in politics. Many of these people lived in the new western states. In these mostly rural areas, a political rally could be as simple as neighboring farmers meeting to talk about the issues of the day, as the farmers in the painting on the right are doing.

During the early 1800s democracy and demonstrations blossomed in the United States. The demonstrators of today owe much to the Americans of Andrew Jackson's time. Today, political rallies are a familiar sight in communities all over the country.



ANALYSIS SKILL

ANALYZING INFORMATION

How are the people in both pictures practicing democracy?

people and the slave states. And they had been bitterly disappointed in the way Jackson had lost the 1824 election because of the decision in the House of Representatives.

During the time of Jackson's popularity, a number of democratic reforms were made. Many states changed their qualifications for voters. They lowered or even eliminated the requirement that men own a certain amount of property in order to vote or hold office. Political parties began holding public **nominating conventions**, where party members choose the party's candidates. Previously, candidates were selected by party leaders. This increase of voting rights by lowering property requirements later became known as **Jacksonian Democracy**.

READING CHECK Finding Main Ideas

How did voting rights change in the early 1800s?

Election of 1828

Jackson supporters were determined that their candidate would win the 1828 election. **The Democratic Party arose from these supporters of Jackson.** Many people who backed President Adams began calling themselves National Republicans.

The 1828 presidential contest was a rematch of the 1824 election. Once again, John Quincy Adams faced Andrew Jackson. Jackson chose Senator **John C. Calhoun** as his vice presidential running mate.

The Campaign

The 1828 campaign focused a great deal on the candidates' personalities. Jackson's campaigners described him as a war hero who had been born poor and rose to success through his own hard work.

THE IMPACT TODAY

Just as they did in the 1820s, presidential campaigns today frequently focus on personal image—strong versus weak or government-insider versus newcomer, for example.

LETTER

People's President

Washington resident Margaret Bayard Smith was surprised by the chaos surrounding Jackson's inauguration.

“What a scene did we witness! . . . a rabble, a mob, of boys, . . . women, children, scrambling, fighting, romping . . . Cut glass and china to the amount of several thousand dollars had been broken. . . . But it was the people's day, and the people's President, and the people would rule.”

—Margaret Bayard Smith, quoted in *Eyewitness to America*, edited by David Colbert

ANALYSIS SKILL ANALYZING PRIMARY SOURCES

How does the author view the people that support Jackson?

Adams was a Harvard graduate whose father had been the second U.S. president. Jackson's supporters described Adams as being out of touch with everyday people. Even a fan of Adams agreed that he was “as cold as a lump of ice.” In turn, Adams's supporters said Jackson was hot tempered, crude, and ill-equipped to be president of the United States. When the ballots were counted, Jackson had defeated Adams, winning a record number of popular votes.

Jackson's Inauguration

Jackson's supporters saw his victory as a win for the common people. A crowd cheered outside the Capitol as he took his oath of office. The massive crowd followed Jackson to a huge party on the White House lawn. The few police officers on hand had difficulty controlling the partygoers.

As president, Jackson rewarded some of his supporters with government jobs. This **spoils system**—the practice of giving government jobs to political backers—comes from the saying “to the victor belong the spoils [valued goods] of the enemy.”

Secretary of State **Martin Van Buren** was one of Jackson's strongest allies in his official cabinet. President Jackson also relied a great deal on his **Kitchen Cabinet**, an informal group of trusted advisers who sometimes met in the White House kitchen.

READING CHECK Analyzing How might the spoils system cause disputes?

SUMMARY AND PREVIEW The expansion of democracy swept Andrew Jackson into office. In the next section you will read about the increasing regional tensions that occurred during Jackson's presidency.

Section 1 Assessment

go.hrw.com
Online Quiz
KEYWORD: SS8 HP9

Reviewing Ideas, Terms, and People **HSS** 8.8.1, 8.10.1, 8.10.3 **Critical Thinking**

- a. Recall** What changes did the new western states make that allowed more people to vote?

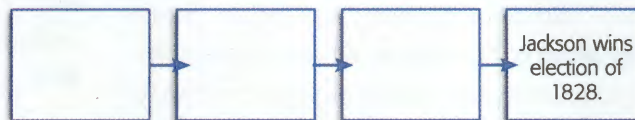
b. Draw Conclusions How did **nominating conventions** allow the people more say in politics?

c. Predict How might changes to the voting process brought about by **Jacksonian Democracy** affect politics in the future?
- a. Recall** What two new political parties faced off in the election of 1828? Which candidate did each party support?

b. Make Inferences Why did **Andrew Jackson** have more popular support than did Adams?

c. Evaluate Do you think the **spoils system** was an acceptable practice? Explain your answer.

- 3. Sequencing** Copy the graphic organizer below. Use it to identify the events leading up to Jackson's victory in the election of 1828.



FOCUS ON WRITING

- 4. Noting Significance** As you read this section, note things that made Jackson's political campaign and election significant in the history of American politics.

Andrew Jackson

If you were president, how would you use your powers?

When did he live? 1767–1845

Where did he live? Jackson was born in Waxhaw, a region along the border of the North and South Carolina colonies. In 1788 he moved to Nashville, Tennessee, which was still a part of North Carolina. There he built a mansion called the Hermitage. He lived in Washington as president, then retired to the Hermitage, where he died.

What did he do? Jackson had no formal education, but he taught himself law and became a successful lawyer. He became Tennessee's first representative to the U.S. Congress and also served in the Senate. Jackson became a national hero when his forces defeated the Creek and Seminole Indians. He went on to battle the British in the Battle of New Orleans during the War of 1812. Jackson was elected as the nation's seventh president in 1828 and served until 1837.

Why is he so important? Jackson's belief in a strong presidency made him both loved and hated. He vetoed as many bills as the six previous presidents together. Jackson also believed in a strong Union. When South Carolina tried to nullify, or reject, a federal tariff, he threatened to send troops into the state to force it to obey.

Identifying Cause and Effect Why did Jackson gain loyal friends and fierce enemies?

KEY EVENTS

1796–1797

Served in the U.S. House of Representatives

1797–1798

Served in the U.S. Senate

1798–1804

Served on the Tennessee Supreme Court

1821

Governor of Florida Territory

1823–1825

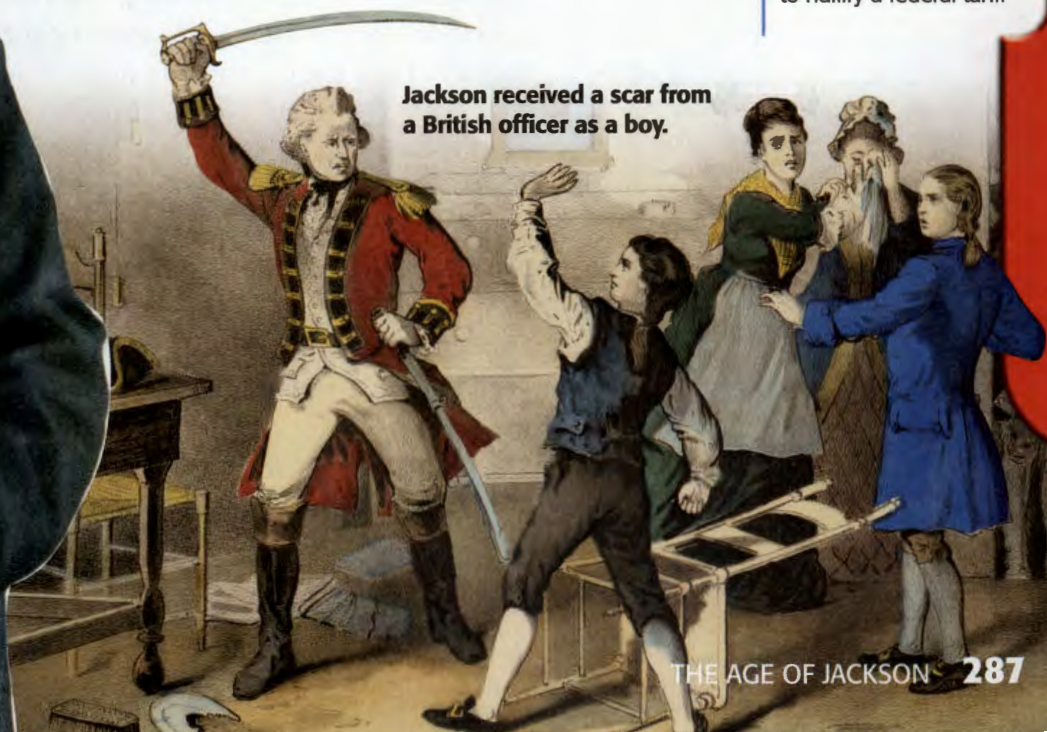
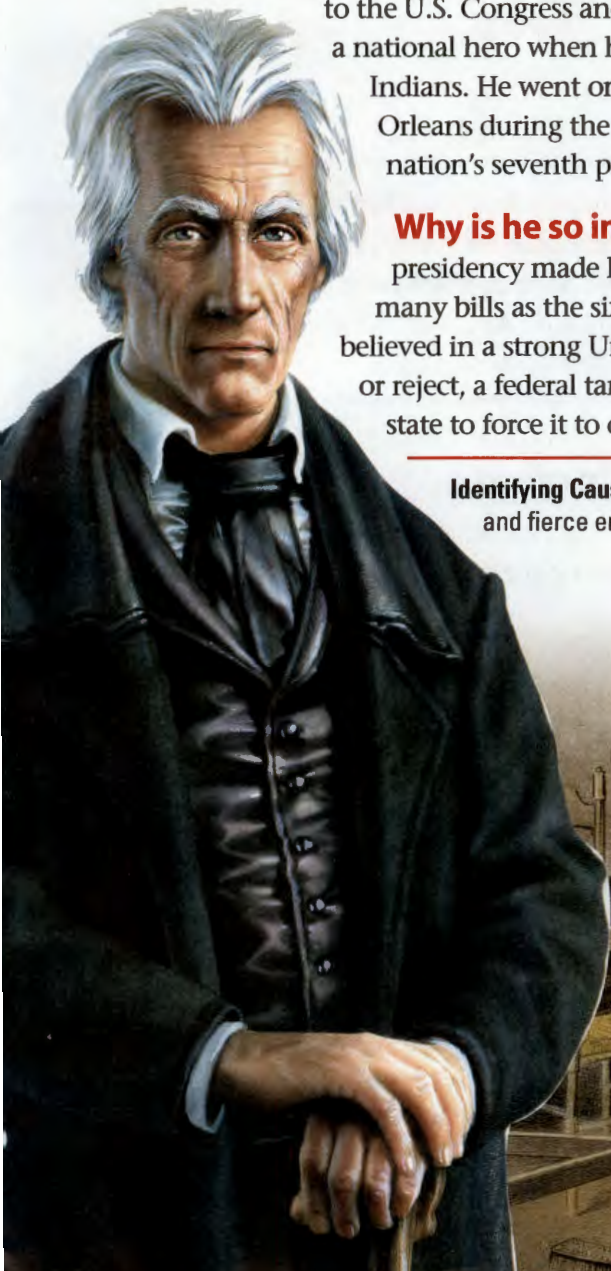
Served in the U.S. Senate

1829–1837

Served as president of the United States

1832

Vetoed rechartering the Second Bank of the United States. Threatened to send troops to South Carolina when it tried to nullify a federal tariff



Jackson's Administration

What You Will Learn...

Main Ideas

1. Regional differences grew during Jackson's presidency.
2. The rights of the states were debated amid arguments about a national tariff.
3. Jackson's attack on the Bank sparked controversy.
4. Jackson's policies led to the Panic of 1837.

The Big Idea

Andrew Jackson's presidency was marked by political conflicts.

Key Terms and People

Tariff of Abominations, p. 289

states' rights doctrine, p. 290

nullification crisis, p. 290

Daniel Webster, p. 290

McCulloch v. Maryland, p. 292

Whig Party, p. 292

Panic of 1837, p. 293

William Henry Harrison, p. 293



HSS 8.4.3 Analyze the rise of capitalism and the economic problems and conflicts that accompanied it (e.g. Jackson's opposition to the National Bank; early decisions of the U.S. Supreme Court that reinforced the sanctity of contracts and a capitalist economic system of law).

8.10.1 Compare the conflicting interpretations of state and federal authority as emphasized in the speeches and writings of statesmen such as Daniel Webster and John C. Calhoun.

8.10.3 Identify the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine.

If YOU were there...

You live on a small farm in South Carolina in 1829. Your family grows corn and cotton to sell, as well as vegetables for your own table. Although you grow your own food, you also depend on imported wool, flax, iron, and hemp to make ropes. But the government has just put new taxes on these products from Europe. Now they're too expensive for you to buy!

How would you feel about the new taxes on imports?

BUILDING BACKGROUND Even though Americans had a new feeling of national unity, different sections of the country still had very different interests. The industrial North competed with the agricultural South and the western frontier. As Congress favored one section over another, political differences also grew.

Sectional Differences Increase

Regional differences had a major effect on Andrew Jackson's presidency. Americans' views of Jackson's policies were based on where they lived and the economy of those regions.

Three Regions Emerge

There were three main U.S. regions in the early 1800s. The North, first of all, had an economy based on trade and on manufacturing. Northerners supported tariffs because tariffs helped them compete with British factories. Northerners also opposed the federal government's sale of public land at cheap prices. Cheap land encouraged potential laborers to move from northern factory towns to the West.

The second region was the South. Its economy was based on farming. Southern farmers raised all types of crops, but the most popular were the cash crops of cotton and tobacco. Southerners sold a large portion of their crops to foreign nations.



NORTH

- Industrial economy based on manufacturing
- Support for tariffs—American goods could be sold at lower prices than could British goods



SOUTH

- Agrarian economy based on agriculture
- Opposition to tariffs, which increased the cost of imported goods



WEST

- Emerging economy
- Support for internal improvements and the sale of public lands

Southerners imported their manufactured goods. Tariffs made imported goods more expensive for southern farmers. In addition, high tariffs angered some of the South's European trading partners. These trading partners would likely raise their own tariffs in retaliation. To avoid this situation, southerners called for low tariffs.

Southerners also relied on enslaved African Americans to work the plantations. The issue of slavery would become increasingly controversial between the North and South.

In the third region, the West, the frontier economy was just emerging. Settlers supported policies that boosted their farming economy and encouraged further settlement. Western farmers grew a wide variety of crops. Their biggest priority was cheap land and internal improvements such as better roads and water transportation.

Tariff of Abominations

Tariffs became one of the first issues that President Jackson faced. In 1827, the year before Jackson's election, northern manufacturers began to demand a tariff on imported woolen goods. Northerners wanted the tariff

to protect their industries from foreign competition, especially from Great Britain.

British companies were driving American ones out of business because they could manufacture goods more cheaply than American businesses could. The tariff northerners wanted, however, was so high that importing wool would be impossible. Southerners opposed the tariff, claiming it would hurt their economy.

Before Andrew Jackson took office, Congress placed a high tariff on imports, causing angry southerners to call it the **Tariff of Abominations**. (An abomination is a hateful thing.) Southern voters were outraged.

President John Quincy Adams signed the tariff legislation, even though he did not fully support it. In early U.S. history, presidents tended to reserve veto power for legislation that they believed violated the Constitution. Signing the tariff bill meant Adams would surely be defeated in his re-election bid. The new tariff added fuel to the growing sectional differences plaguing the young nation.

READING CHECK **Summarizing** Describe the sectional economic differences in the United States during the early 1800s.

States' Rights Debate

When Andrew Jackson took office in 1829, he was forced to respond to the growing conflict over tariffs. At the core of the dispute was the question of an individual state's right to disregard a law that had been passed by the U.S. Congress.

Nullification Crisis

Early in his political career, Vice President John C. Calhoun had supported the **criteria** needed for a strong central government. But in 1828 when Congress passed the Tariff of Abominations, Calhoun joined his fellow southerners in protest. Economic depression and previous tariffs had severely damaged the economy of his home state, South Carolina. It was only beginning to recover in 1828. Some leaders in the state even spoke of leaving the Union over the issue of tariffs.

In response to the tariff, Calhoun drafted the *South Carolina Exposition and Protest*. It stated that Congress should not favor one state or region over another. Calhoun also used the Protest to advance the **states' rights doctrine**. He argued that, because the states had formed the national government, state power should be greater than federal power. He believed states had the right to nullify, or reject, any federal law they judged to be unconstitutional.

Calhoun's theory was controversial, and it drew some fierce challengers. Many of them were from the northern states that had benefited from increased tariffs. These opponents believed that the American people, not the individual states, made up the Union. Conflict between the supporters and the opponents of nullification deepened. The dispute became known as the **nullification crisis**. Although he chose not to put his name on his *Exposition and Protest*, Calhoun did resign from office, the first vice president ever to do so. Martin Van Buren replaced him as vice president when Jackson was re-elected to a second term.

The Hayne-Webster Debate

The debate about states' rights began early in our nation's history. Thomas Jefferson and James Madison supported the states' power to disagree with the federal government in the Virginia and Kentucky Resolutions of 1798–99. Some of the delegates at the Hartford Convention supported states' rights. But Calhoun's theory went further. He believed that states could judge whether a law was or was not constitutional. This position put the power of the Supreme Court in question.

The issue of nullification was intensely debated on the floor of the Senate in 1830. Robert Y. Hayne, senator from South Carolina, defended states' rights. He argued that nullification gave states a way to lawfully protest against federal legislation. **Daniel Webster** of Massachusetts argued that the United States was one nation, not a pact among independent states. He believed that the welfare of the nation should override that of individual states.

Jackson Responds

Although deeply opposed to nullification, Jackson was also concerned about economic problems in the southern states. In 1832 Jackson urged Congress to pass another tariff that lowered the previous rate. South Carolina thought the slight change was inadequate. The state legislature took a monumental step; it decided to test the doctrine of states' rights.

South Carolina's first action was to pass the Nullification Act. It declared that the 1828 and 1832 tariffs were "null, void...[and not] binding upon this State, its officers or citizens." South Carolina threatened to withdraw from the Union if federal troops were used to collect duties. The legislature also voted to form its own army. Jackson was enraged.

The president sternly condemned nullification. Jackson declared that he would enforce the law in South Carolina. At his request, Congress passed the Force Bill

ACADEMIC VOCABULARY

criteria
basic requirements

FOCUS ON READING

What conclusions can you draw about the importance of the states' rights debate after reading this section?

approving use of the army if necessary. In light of Jackson's determined position, no other state chose to support South Carolina.

Early in 1833, Henry Clay of Kentucky had proposed a compromise that would lower the tariff little by little over several years. As Jackson's intentions became clear, both the U.S. Congress and South Carolina moved quickly to approve the compromise. The Congress would decrease the tariff, and South Carolina's leaders would enforce the law.

Despite the compromise, neither side changed its beliefs about states' rights. The argument would continue for years, ending in the huge conflict known as the Civil War.

READING CHECK Summarizing What led to the nullification crisis, and why was it important?

Jackson Attacks the Bank

President Jackson upheld federal authority in the nullification crisis. He did not, however, always support greater federal power. For

example, he opposed the Second Bank of the United States, founded by Congress in 1816.

The Second Bank of the United States was given a 20-year charter. This charter gave it the power to act exclusively as the federal government's financial agent. The Bank held federal deposits, made transfers of federal funds between states, and dealt with any payments or receipts involving the federal government. It also issued bank notes, or paper currency. Some 80 percent of the Bank was privately owned, but its operations were supervised by Congress and the president.

Many states, particularly in the South, had opposed the Bank. Small farmers believed that the Bank only helped wealthy businesspeople. Jackson also questioned the legality of the Bank. He believed it was an unconstitutional extension of the power of Congress. The states, he thought, should have the power to control the banking system.

Some states decided to take action. Maryland tried to pass a tax that would limit the

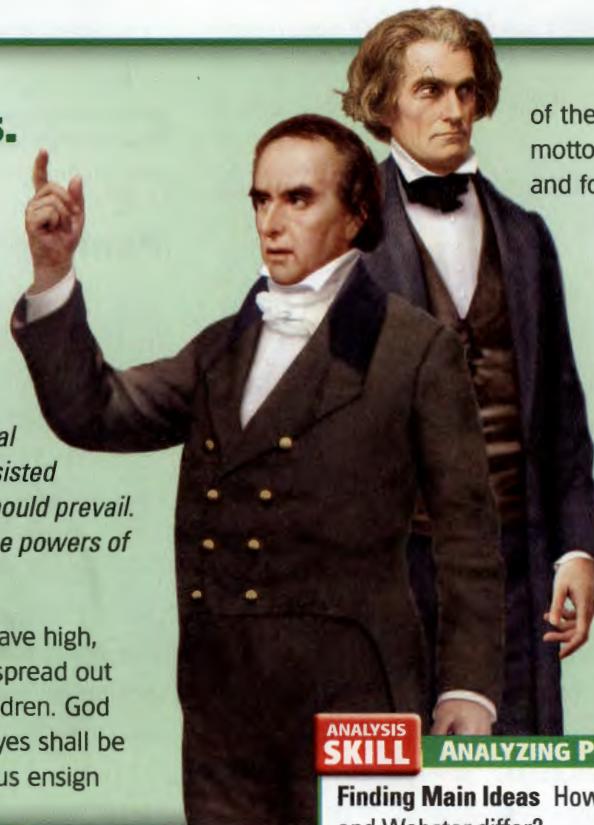
Primary Source

POINTS OF VIEW

States' Rights vs. the Union

The framers of the Constitution created a document that was remarkable in its scope. But a few issues were unresolved. One of the most controversial was the matter of states' rights versus the authority of the federal government. Daniel Webster insisted that the interests of the Union should prevail. John C. Calhoun believed that the powers of the states were greater.

"While the Union lasts we have high, exciting, gratifying prospects spread out before us, for us and our children. God grant that in my day . . . my eyes shall be turned to behold the gorgeous ensign



of the republic . . . bearing for its motto . . . Liberty and Union, now and forever one and inseparable."

—Daniel Webster

from the Hayne-Webster debate, 1830

"If there be no protective power in the reserved rights of the states, they must in the end be forced to rebel . . ."

—John C. Calhoun

from a letter to Virgil Maxcy, September 11, 1830

ANALYSIS SKILL

ANALYZING PRIMARY SOURCES

Finding Main Ideas How did the views of Calhoun and Webster differ?

Primary Source

POLITICAL CARTOON

Jackson against the Bank

Andrew Jackson's fight with the Bank was the subject of many political cartoons, like this one.

In this scene, Jackson is shown fighting a hydra that represents the national bank. The hydra is a mythological monster whose heads grow back when cut off. The heads of the hydra are portraits of politicians who opposed Jackson's policies.

Nicholas Biddle is at the center of the hydra. Why?

Andrew Jackson fights the hydra with a cane labeled "veto."

Why do you think the cartoonist chose this monster to represent the Bank?



ANALYSIS SKILL

ANALYZING PRIMARY SOURCES

How does this image show the difficulty Jackson had politically?

Bank's operations. James McCulloch, cashier of the Bank's branch in Maryland, refused to pay this tax. The state took him to court, and the resulting case went all the way to the U.S. Supreme Court. In **McCulloch v. Maryland**, the Court ruled that the national bank was constitutional.

Nicholas Biddle, the Bank's director, decided to push for a bill to renew the Bank's charter in 1832. Jackson campaigned strongly for the bill's defeat. "I will kill it," he promised. True to his word, Jackson vetoed the legislation when Congress sent it to him.

Congress could not get the two-thirds majority needed to override Jackson's veto. Jackson also weakened the Bank's power by moving most of its funds to state banks. In many cases, these banks used the funds to offer easy credit terms to people buying land. While this practice helped expansion in the West, it also led to inflation.

In the summer of 1836 Jackson tried to slow this inflation. He ordered Americans to use only gold or silver—instead of paper bank notes—to buy government-owned land. This

policy did not help the national economy as Jackson had hoped. Jackson did improve the economy by lowering the national debt. However, his policies opened the door for approaching economic troubles.

READING CHECK Analyzing Why did critics of the Second Bank of the United States oppose it?

Panic of 1837

Jackson was still very popular with voters in 1836. Jackson chose not to run in 1836, and the Democrats nominated Vice President Martin Van Buren.

In 1834 a new political party formed to oppose Jackson. Its members called themselves Whigs, after an English political party that opposed the monarchy, to make the point that Jackson was using his power like a king. **The Whig Party favored the idea of a weak president and a strong Congress.** Unable to agree on a presidential candidate, the Whigs nominated four men to run against Vice President Martin Van Buren. With strong backing from Jackson, Van Buren won the election.

Supreme Court and Capitalism

CONNECT TO ECONOMICS

During the early 1800s, the Supreme Court made several rulings that helped define federal power over contracts and commerce. These rulings reinforced capitalism as the ruling economic system in the United States.

What effect did the Supreme Court have on economic development?

1810

Fletcher v. Peck
State legislatures could not pass laws violating existing contracts.

1819

Dartmouth College v. Woodward
State legislatures could not pass laws to change the charters of institutions or businesses.

McCulloch v. Maryland
States do not have the power to tax federal institutions.

1824

Gibbons v. Ogden
Only the federal government has the power to regulate interstate and foreign commerce.

Shortly after Van Buren took office, the country experienced the **Panic of 1837**, a severe economic depression. Jackson's banking policies and his unsuccessful plan to curb inflation contributed to the panic. But people blamed Van Buren.

In 1840 the Whigs united against the weakened Van Buren to stand behind one candidate, **William Henry Harrison**, an army general. Harrison won in an electoral landslide. The Whigs had achieved their goal of winning the presidency.

READING CHECK Identifying Cause and Effect

What contributed to the Panic of 1837, and how did it affect the 1840 election?

SUMMARY AND PREVIEW The states' rights debate dominated much of Jackson's presidency. In the next section you will learn about the removal of American Indians from the southeastern United States.

Section 2 Assessment

go.hrw.com

Online Quiz

KEYWORD: SS8 HP9

Reviewing Ideas, Terms, and People **HSS** 8.10.1, 8.10.3

- a. **Recall** On what were the economies of the northern, southern, and western states based?

b. **Predict** How might the sectional issues involved in the dispute over the **Tariff of Abominations** lead to future problems between North and South?
- a. **Describe** What roles did **Daniel Webster** and **John C. Calhoun** play in the **nullification crisis**?

b. **Summarize** What idea did supporters of the **states' rights doctrine** promote?
- a. **Describe** What problems resulted from weakening the Bank?

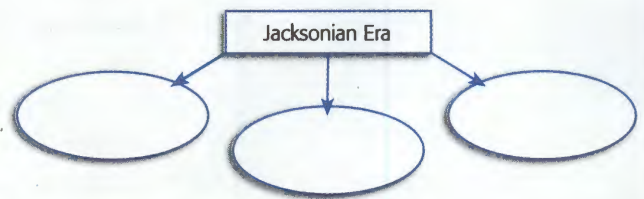
b. **Draw Conclusions** Why did Jackson veto the bill to renew the Second Bank of the United States?
- a. **Recall** What caused the **Panic of 1837**?

b. **Summarize** How did the **Whig Party** win the election of 1840?

c. **Elaborate** Why do you think Jackson chose not to run for the presidency in 1836? Do you think he made the right decision? Why?

Critical Thinking

- Summarizing** Copy the graphic organizer below on your own sheet of paper. Use it to identify the problems that the nation faced during Jackson's presidency.



FOCUS ON WRITING

- Identifying Important Conflicts** Stories about conflict sell newspapers. As you read this section, list important conflicts that occurred during Jackson's presidency and note the role Jackson played in creating or resolving the conflicts.

Indian Removal

If YOU were there...

You belong to the Cherokee nation. Your family has farmed rich lands in Georgia for as long as anyone can remember. You've learned some new ways from white settlers, too. At school you've learned to read both English and Cherokee. But now that doesn't seem important. The U.S. government is sending you and your people far away to unknown places in the West.

How would you feel about being taken away from your home?

What You Will Learn...

Main Ideas

1. The Indian Removal Act authorized the relocation of Native Americans to the West.
2. Cherokee resistance to removal led to disagreement between Jackson and the Supreme Court.
3. Other Native Americans resisted removal with force.

The Big Idea

President Jackson supported a policy of Indian removal.

Key Terms and People

Indian Removal Act, p. 294
 Indian Territory, p. 294
 Bureau of Indian Affairs, p. 294
 Sequoia, p. 295
Worcester v. Georgia, p. 296
 Trail of Tears, p. 296
 Black Hawk, p. 297
 Osceola, p. 297



HSS 8.8.1 Discuss the election of Andrew Jackson as president in 1828, the importance of Jacksonian democracy, and his actions as president (e.g., the spoils system, veto of the National Bank, policy of Indian removal, opposition to the Supreme Court).

BUILDING BACKGROUND President Andrew Jackson had become famous as an Indian fighter. He had no sympathy with Native Americans' claim to the lands where they had always lived. With public support, he reversed the government's pledge to respect Indian land claims. The result was the brutal removal of the southeastern peoples to empty lands in the West.

Indian Removal Act

Native Americans had long lived in settlements stretching from Georgia to Mississippi. However, President Jackson and other political leaders wanted to open this land to settlement by American farmers. Under pressure from Jackson, Congress passed the **Indian Removal Act** in 1830, authorizing the removal of Native Americans who lived east of the Mississippi River to lands in the West.

Congress then established **Indian Territory**—U.S. land in what is now Oklahoma where Native Americans were moved to. Some supporters of this plan, like John C. Calhoun, argued that removal to Indian Territory would protect Indians from further conflicts with American settlers. "One of the greatest evils to which they are subject is that incessant [constant] pressure of our population," he noted. "To guard against this evil . . . there ought to be the strongest . . . assurance that the country given [to] them should be theirs." To manage Indian removal to western lands, Congress approved the creation of a new government agency, the **Bureau of Indian Affairs**.



Indian Removal

During the Trail of Tears, thousands of Cherokee died from disease, starvation, and harsh weather. They were forced to walk hundreds of miles to their new land in the West. Other Native Americans were also moved, with similar results.

What can you see in this painting that indicates this was a difficult journey?

The Choctaw were the first Indians sent to Indian Territory. The Mississippi legislature abolished the Choctaw government and then forced the Choctaw leaders to sign the Treaty of Dancing Rabbit Creek. This treaty gave more than 7.5 million acres of their land to the state. The Choctaw moved to Indian Territory during a disastrous winter trip. Federal officials in charge of the move did not provide enough food or supplies to the Choctaw, most of whom were on foot. About one-fourth of the Choctaw died of cold, disease, or starvation.

News of the Choctaw's hardships caused other Indians to resist removal. When the Creek resisted in 1836, federal troops moved in and captured some 14,500 of them. They led the Creek, many in chains, to Indian Territory. One Creek woman remembered the trip being filled with "the awful silence that showed the heartaches and sorrow at being taken from the homes and even separation from loved ones." The Chickasaw, who lived in upper Mississippi, negotiated a treaty for better supplies on their trip to Indian Territory. Nevertheless, many Chickasaw lives were also lost during removal.

READING CHECK **Finding Main Ideas** What major changes did President Jackson make to U.S. policy regarding Native Americans?

Cherokee Resistance

Many Cherokee had believed that they could prevent conflicts and avoid removal by adopting the **contemporary** culture of white people. In the early 1800s they invited missionaries to set up schools where Cherokee children learned how to read and write in English. The Cherokee developed their own government modeled after the U.S. Constitution with an election system, a bicameral council, and a court system. All of these were headed by a principal chief.

A Cherokee named **Sequoya** used 86 characters to represent Cherokee syllables to create a writing system for their own complex language. In 1828 the Cherokee began publishing a newspaper printed in both English and Cherokee.

The adoption of white culture did not protect the Cherokee. After gold was discovered on their land in Georgia, their treaty rights

ACADEMIC VOCABULARY

contemporary
existing at the same time

were ignored. Georgia leaders began preparing for the Cherokee's removal. When they refused to move, the Georgia militia began attacking Cherokee towns. In response, the Cherokee sued the state. They said that they were an independent nation and claimed that the government of Georgia had no legal power over their lands.

In 1832 the Supreme Court, under the leadership of Chief Justice John Marshall, agreed. In **Worcester v. Georgia** the Court ruled that the Cherokee nation was a distinct community in which the laws of Georgia had no force. The Court also stated that only the federal government, not the states, had authority over Native Americans.

Georgia, however, ignored the Court's ruling, and President Jackson took no action to make Georgia follow the ruling. "John Marshall has made his decision; now let him enforce it," Jackson supposedly said. By not

enforcing the Court's decision, Jackson violated his presidential oath to uphold the laws of the land. However, most members of Congress and American citizens did not protest the ways Jackson removed Native Americans.

In the spring of 1838, U.S. troops began to remove all Cherokee to Indian Territory. A few were able to escape and hide in the mountains of North Carolina. After the Cherokee were removed, Georgia took their businesses, farms, and property.

The Cherokee's 800-mile forced march became known as the **Trail of Tears**. During the march, the Cherokee suffered from disease, hunger, and harsh weather. Almost one-fourth of the 18,000 Cherokee died on the march.

READING CHECK Finding Main Ideas

What was the *Worcester v. Georgia* ruling, and what was Jackson's response?

THE IMPACT TODAY

Today more than 60,000 Cherokee or Cherokee descendants live in present-day Oklahoma.

Primary Source

PERSONAL ACCOUNTS

Trail of Tears

The Cherokee knew that they would be forced to march West, but they did not know that so many of their people would die on the way. Here are two accounts of the Trail of Tears, one written before it started and one written after, both by Cherokee who made the trip.

March 10, 1838

Beloved Martha, I have delayed writing to you so long. . . . If we Cherokees are to be driven to the west by the cruel hand of oppression to seek a new home in the west, it will be impossible. . . . It is thus all our rights are invaded."

—Letter from Jenny, a Cherokee girl, just before her removal

"Long time we travel on way to new land. People feel bad when they leave Old Nation. Women cry and make sad wails, Children cry and many men cry . . . but they say nothing and just put heads down and keep on go towards West. Many days pass and people die very much."

—Recollections of a survivor of the Trail of Tears

ANALYSIS SKILL

ANALYZING POINTS OF VIEW

1. What is different about the concerns of the Cherokee before and after the Trail of Tears?
2. How do you think the survivors of the Trail of Tears felt when they reached their new homeland?

Other Native Americans Resist

Other Native Americans decided to fight U.S. troops to avoid removal. Chief **Black Hawk**, a leader of Fox and Sauk Indians, decided to fight rather than leave Illinois. By 1832, however, the Sauk forces were running out of food and supplies, and by 1850 they had been forced to leave.

In Florida, Seminole leaders were forced to sign a removal treaty that their followers decided to ignore. A leader named **Osceola** called upon his followers to resist with force, and the Second Seminole War began. Osceola was captured and soon died in prison. His followers, however, continued to fight. Some 4,000 Seminole were removed and hundreds of others killed. Eventually, U.S. officials decided to give up the fight. Small groups of Seminole had resisted removal, and their descendants live in Florida today.

READING CHECK **Evaluating** How effective was Native American resistance to removal?

Second Seminole War



GEOGRAPHY SKILLS INTERPRETING MAPS

Location In what parts of Florida was the Second Seminole War fought?

SUMMARY AND PREVIEW President Jackson supported the removal of thousands of Native Americans from their traditional lands to the federal territory in the West. In the next chapter you will learn about the westward growth of the nation as farmers, ranchers, and other settlers moved West.

Section 3 Assessment

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Online Quiz

KEYWORD: 558 HP9

Reviewing Ideas, Terms, and People **HSS** 8.8.1

- a. Identify** What Native American groups were affected by the **Indian Removal Act**? Where were they relocated?

b. Explain Why did government officials want to relocate Native Americans to the West?

c. Predict What are some possible effects that the Indian Removal Act might have on Native Americans already living in the West?
- a. Identify** What was the **Trail of Tears**?

b. Analyze Why did the state of Georgia want to relocate the Cherokee, and what did the Cherokee do in response?

c. Elaborate What do you think of President Jackson's refusal to enforce the **Worcester v. Georgia** ruling?
- a. Describe** What led to the Second Seminole War?

b. Compare and Contrast How were the Seminole and the Sauk resistance efforts similar and different?

Critical Thinking

- Comparing and Contrasting** Copy the chart below. Use it to identify Native American groups removed during this period and their responses to removal.

Native American Group	Response to Removal

FOCUS ON WRITING

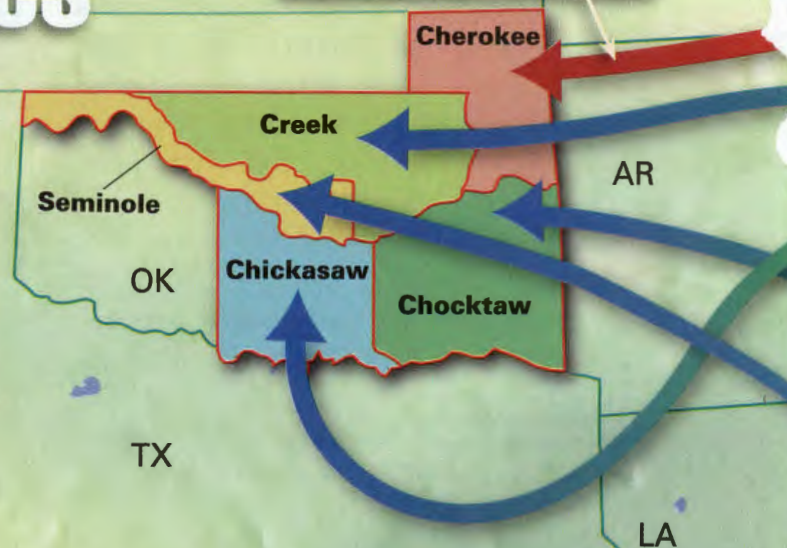
- Understanding Causes and Effects** As you read, identify the causes and effects of the Jackson administration's policy of Indian relocation.

The Indian Removal Treaties



Trail of Tears, 1838–39

In 1830 President Andrew Jackson signed the Indian Removal Act into law. As its name implies, the purpose of the act was to remove Native Americans from land that white settlers wanted for themselves. Five tribes were forced to leave their traditional lands and walk to a territory west of the Mississippi River. The land in the new Indian Territory was land white settlers did not want. It was poor and not good for farming. The poor land made life very difficult for newly arrived Indians. Many died from malnutrition and disease. Within 10 years, about 60,000 Indians had been relocated.



Treaty	Date	Indian Group	Results for United States	Results for Indian Groups	Outcome
Treaty of Greenville	1795	12 Groups	Ended battles in Northwest Territory	Payment of \$20,000; acknowledgment of lands	Indian land claims disregarded by American settlers
Treaty at Holston River	1798	Cherokee	Received land promised to Cherokee	Payment of \$5,000 and annual payments	Cherokee lands reduced
Treaty at St. Louis	1804	Sauk and Fox	Received land from Sauk and Fox	Annual payment of \$1,000	Indians claimed their leaders acted without permission; conflicts arose as settlers moved to Sauk and Fox land
Treaty at Ft. Jackson	1814	Creek	Ended battles with Red Eagle; received 23 million acres of land in Georgia	Received small amount of land in Alabama	Conflicts between settlers and Creeks led to removal of Creeks to Indian Territory
Treaty of Dancing Rabbit Creek	1830	Choctaw	Received all Choctaw lands east of Mississippi River	Received land in Indian Territory	Choctaw become first tribe moved from southeast to land in Indian Territory

THE CHEROKEE



For generations, the Cherokee had called the southern Appalachian Mountain region home. But when they were forced off their land in the Trail of Tears, thousands died.

THE CREEK



The Creek had to leave a land rich in variety. It stretched from the ridges and valleys of the Appalachian Mountains to the north, through a region of low hills and valleys, to a flat area of pine forest to the south.

THE SEMINOLE



Many Seminole Indians refused to leave Florida. They hid in the swamps, battling American soldiers. Many of their descendants still live in Florida today.

THE CHICKASAW

The Chickasaw lived in a land of rich, black prairie soil. They would find the soil west of the Mississippi much less suited for farming.

THE CHOCTAW



The Choctaw were forced to leave behind the low, rolling hills and plains of their homeland. For generations they had farmed the rich soil there.

GEOGRAPHY SKILLS INTERPRETING MAPS

- 1. Place** How did land in the Indian Territory compare to the land in the Indians' homelands?
- 2. Movement** How do you think being forced to leave their homelands affected the Indians' way of life?

Social Studies Skills

Analysis

Critical
Thinking

Participation

Study



HSS Participation Skill Develop personal skills.

Solving Problems

Define the Skill

Problem solving is a process for finding workable solutions to difficult situations. The process involves asking questions, identifying and evaluating information, comparing and contrasting, and making judgments. Problem solving is useful in studying history because it helps you better understand problems a person or group faced at a point in time and how they dealt with those difficulties.

The ability to understand and evaluate how people solved problems in the past also can help in solving similar problems today. The skill can be applied to many other kinds of difficulties besides historical ones as well. It is a method for thinking through almost any situation.

Learn the Skill

Using the following steps will enable you to better understand and solve problems.

- 1 Identify the problem.** Ask questions of yourself and others to make sure you know exactly what the situation is and understand why it is a problem.
- 2 Gather information.** Ask questions and do other research to learn more about the problem, such as its history, what caused it, what contributes to it, and other factors.
- 3 List options.** Based on the information you have gathered, identify possible options for solving the problem that you might consider. Be aware that your final solution will probably be better and easier to reach if you have as many options as possible to consider.

- 4 Evaluate the options.** Weigh each option you are considering. Think of and list the advantages it has as a solution, as well as its potential disadvantages.
- 5 Choose and implement a solution.** After comparing the advantages and disadvantages of each possible solution, choose the one that seems best and apply it.
- 6 Evaluate the solution.** Once the solution has been tried, evaluate its effectiveness in solving the problem. This step will tell you if the solution was a good one, or if another of the possible solutions should be tried instead.

Practice the Skill

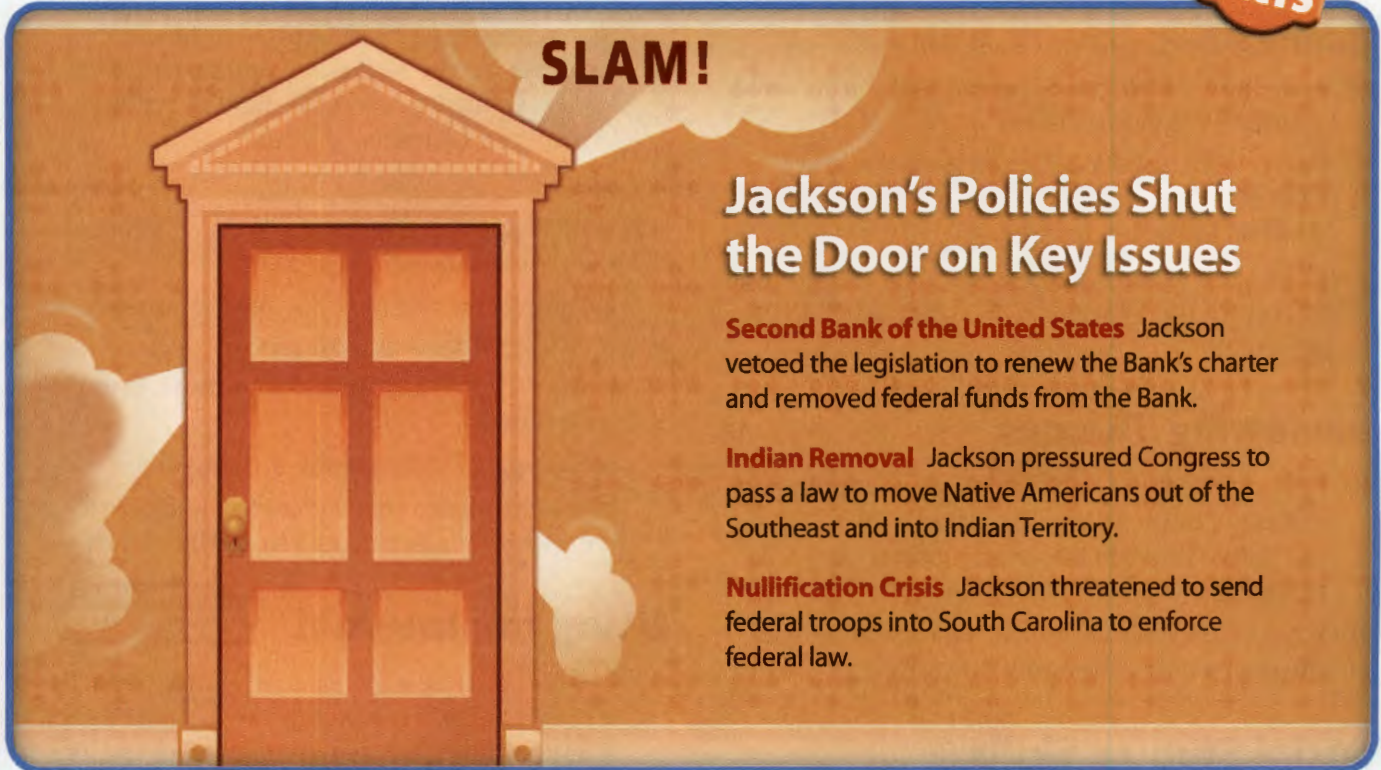
One of the most challenging situations that President Jackson faced was the nullification crisis. You can use the problem-solving skills to better understand this problem and to evaluate his solution for it. Review the information about the nullification crisis in this chapter. Then answer the questions below.

1. What was the specific problem that Jackson faced? Why was it a problem?
2. What event led to the problem? What earlier circumstances and conditions contributed to it?
3. List possible solutions to the problem that you would have considered if you had been president, along with advantages and disadvantages.
4. Jackson threatened to send troops to South Carolina to enforce federal law. Do you think his solution was the best one? Explain why, or if not, what solution would have been better.

Visual Summary

Use the visual summary below to help you review the main ideas of the chapter.

QUICK FACTS



SLAM!

Jackson's Policies Shut the Door on Key Issues

Second Bank of the United States Jackson vetoed the legislation to renew the Bank's charter and removed federal funds from the Bank.

Indian Removal Jackson pressured Congress to pass a law to move Native Americans out of the Southeast and into Indian Territory.

Nullification Crisis Jackson threatened to send federal troops into South Carolina to enforce federal law.

Reviewing Vocabulary, Terms, and People

Complete each sentence by filling in the blank with the correct term or person.

- In the Supreme Court case of _____, the Court ruled that the federal government, not the states, had authority over the Cherokee.
- President Jackson's group of advisers was known as the _____ because of where its members met in the White House.
- _____ served as Andrew Jackson's vice president until he resigned due to the dispute over nullification.
- The _____ supported the power of the states over the federal government.
- The practice of rewarding supporters with positions in government is known as the _____.

Comprehension and Critical Thinking

SECTION 1 (Pages 284–286) HSS 8.8.1

- Identify** What changes took place in the early 1800s that broadened democracy in the United States?
- Analyze** How was Jackson's victory in the election of 1828 a reflection of a change in American politics?
- Evaluate** Do you think the changes brought about by Jacksonian Democracy went far enough in expanding democracy? Why or why not?

SECTION 2 (Pages 288–293) HSS 8.10.1, 8.10.3

- Describe** What conflicts troubled the Jackson administration?

b. Draw Conclusions What were the results of the conflict over the Second Bank of the United States?

c. Predict How might sectional differences and the debate over states' rights lead to future problems for the United States?

SECTION 3 (Pages 294–297) **HSS** 8.8.1

8. a. Identify Who was Sequoya? What important contribution did he make?

b. Contrast In what different ways did the Cherokee and the Seminole attempt to resist removal to Indian Territory?

c. Elaborate Do you agree with Jackson's refusal to enforce the *Worcester v. Georgia* ruling? Why or why not?

Reviewing Themes

9. Politics What new political party rose in opposition to President Andrew Jackson? What was the party's attitude toward the power of the president?

10. Economics What economic factors influenced the policy of Indian removal?

Social Studies Skills

Solving Problems Use the Social Studies Skills taught in this chapter to answer the question about the reading selection below.

Northerners wanted the tariff to protect their industries from foreign competition, especially from Great Britain.

British companies were driving American companies out of business because they could manufacture goods more cheaply than American businesses could. . . . Southerners opposed the tariff, claiming it would hurt their economy. (p. 289)

11. Which of the following might be a reasonable solution to the problem discussed above?

- a.** passing a low tariff
- b.** passing a high tariff only in the South
- c.** Britain passing a tariff
- d.** selling northern and British goods for a higher price

Reading Skills

Drawing Conclusions Use the Reading Skills taught in this chapter to answer the question about the reading selection below.

Native Americans had long lived in settlements stretching from Georgia to Mississippi. However, President Jackson and other political leaders wanted to open this land to settlement by American farmers. (p. 294)

12. Which statement below can you conclude from the passage above?

- a.** Farmers moved onto the Native Americans' land after they were removed.
- b.** Native Americans wanted to move from their lands.
- c.** Native Americans resisted removal.
- d.** Government officials had to use force to remove Native Americans from their land.

Using the Internet

go.hrw.com

KEYWORD: SS8 US9

13. Activity: Writing a newspaper Enter the activity keyword and research Jackson's presidency. Then create a party newspaper, using the template provided, that supports or criticizes his policies. Use evidence to support your articles either in favor or against his policies. Write from the point of view of a supporter or from the point of view of a political enemy.

FOCUS ON WRITING

14. Writing Interview Questions Review the notes you have taken about Jackson's political significance, the conflicts he was involved in, and the causes and effects of his policies toward Indians. Then, based on your notes, begin writing questions for your interview with Jackson. What will the readers of your newspaper want to learn more about? Write at least 10 interview questions that your readers will want to know the answer to.

Standards Assessment

DIRECTIONS: Read each question and write the letter of the best response.

1

“The people have preserved . . . their . . . Constitution, for forty years, and have seen their happiness, prosperity, and renown grow with its growth, and strengthen with its strength. . . I have not coolly weighed the chances of preserving liberty when the bonds that unite us together shall be broken . . . [Let us not have] ‘Liberty first and Union afterwards,’ but . . . that other sentiment, dear to every true American heart,—Liberty and Union, now and forever, one and inseparable!”

—Daniel Webster

From the content of this passage, one could conclude that the writer would have been opposed to

- A a protective tariff.
- B nationalism.
- C nullification.
- D internal improvements.

2 The position the speaker took in this 1830 speech is *most* like that of which other American leader of the time?

- A Andrew Jackson
- B John C. Calhoun
- C William Henry Harrison
- D John Tyler

3 The era surrounding the presidency of Andrew Jackson is *best* known for an expansion in

- A freedom of speech.
- B religious toleration.
- C states' rights.
- D voting rights.

4 Which of the following was *least* important to the South's economy in the 1830s?

- A small farming
- B manufacturing
- C plantation agriculture
- D trade

5 What action did the Cherokee take to resist their removal from Georgia and North Carolina to the West?

- A sued the state of Georgia in the courts
- B destroyed neighbors' farms and businesses
- C went to war against the U.S. government
- D staged a protest called the Trail of Tears

Connecting with Past Learning

6 The debate between John C. Calhoun and Daniel Webster over states' rights was *most like* the debate between

- A the Patriots and the Loyalists.
- B the Antifederalists and the Federalists.
- C England and France during the French and Indian War.
- D the large states and the small states during the Constitutional Convention.

7 Which person would have been *most likely* to have supported the ideals of Jacksonian Democracy if he had been alive at the time?

- A Charlemagne
- B Prince Shotoku of Japan
- C John Locke
- D Mansa Musa