



## The Age of Jackson

### Objectives

- Discuss the conflict between Andrew Jackson and John Quincy Adams over the election of 1824.
- Explain how the right to vote expanded in the United States.
- Describe Andrew Jackson's victory in the election of 1828.

### Reading Skill

**Identify Short-Term Effects** Some events have effects that take place shortly after the event. Other events create changes that last only a short time. Both of these types of effects are short-term effects. As you read Section 3, look for examples of the short-term effects of events.

### Key Terms and People

**Andrew Jackson** nominating convention  
**suffrage** caucus  
**spoils system**

**Why It Matters** The Constitution had established a system based on representative government. But not all citizens could fully participate in the early American republic. During the Age of Jackson, however, the democratic spirit grew and more Americans played an active role in government.

**Section Focus Question: How did the people gain more power during the Age of Jackson?**

### Adams and Jackson in Conflict

**Andrew Jackson** served two terms as President, from 1829 to 1837. His presidency marked the opening of a new and more democratic era in American political life. So great was his influence that the twenty-year period after he became President is often called the Age of Jackson.

Andrew Jackson was a wealthy man by the time he became President. However, he began life with very little. Born in a log cabin on the border of North and South Carolina, he was an orphan by the age of 14. Jackson was ambitious, brave, and tough. He survived smallpox as a child and severe gunshot wounds as an adult.

During a difficult march with his troops in 1812, one soldier described him as “tough as hickory.” Hickory trees are extremely strong, and their wood is very hard. The description fit Jackson so well that it stuck as a nickname. Jackson became known as Old Hickory.

Jackson stood for the idea that ordinary people should participate in American political life. As a general and later as President, Andrew Jackson was deeply loved by millions of ordinary Americans. They loved him for his humble beginnings and his firm leadership.

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### Vocabulary Builder

Use the information below to teach students this section's high-use words.

#### High-Use Word Definition and Sample Sentence

**react**, p. 350 *v.* to act in response to another action; to respond  
 King George III **reacted** with anger when he heard of the colonists' demands.

**participate**, p. 351 *v.* to take part in  
 The delegates to the Constitutional Convention **participated** in a historical debate over the nature of government.

## Section 3

### Step-by-Step Instruction

### Review and Preview

Students have studied how the early Republic dealt with domestic and foreign concerns. Now they will read about political changes in the 1820s and 1830s.

### Section Focus Question

**How did the people gain more power during the Age of Jackson?**

Before you begin the lesson for the day, write the Section Focus Question on the board. (*Lesson focus: During Andrew Jackson's presidency, a growing spirit of democracy resulted in more people being allowed to vote.*)

### Prepare to Read

### Build Background Knowledge

Explain to students that in this section, they will read more about Andrew Jackson and learn how his presidency affected the lives of Americans. Ask students to preview the headings and Main Idea statements in this section to speculate on whether Jackson's actions benefited ordinary Americans. Use the Idea Wave technique (TE, p. T24) to elicit responses.

### Set a Purpose

- Read each statement in the Reading Readiness Guide aloud. Ask students to mark the statements True or False.

**All in One Teaching Resources, Unit 3,** Reading Readiness Guide, p. 82

- Have students discuss their statements in pairs or groups of four, then mark their worksheets again. Use the Numbered Heads strategy (TE, p. T24) to call on students to share their group's perspectives. The students will return to these worksheets later.

## Teach

### Adams and Jackson in Conflict

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#### Instruction

- **Vocabulary Builder** Before teaching this section, preteach the High-Use Words **react** and **participate**, using the strategy on TE p. T21.  
**Key Terms** Have students continue to fill in the See It–Remember It chart for the key terms in this chapter.
- Read Adams and Jackson in Conflict with students, using the Choral Reading strategy (TE, p. T22).
- Ask: **What did Andrew Jackson want to see in American political life?** (*the participation of ordinary people*)
- Ask: **Why did the election of 1824 seem to be taken out of the hands of the people?** (*Because even though Jackson had more of the popular vote, he did not have a majority of the electoral votes. The House of Representatives had to decide the election.*)
- Display *The Election of 1824* transparency. Work through the map and key together with students. Call on students to answer the questions.

**Color Transparencies**, The Election of 1824

#### Independent Practice

Have students begin filling in the study guide for this section.

 **Interactive Reading and Notetaking Study Guide**, Chapter 10, Section 3 (Adapted Version also available.)

#### Monitor Progress

As students fill in the Notetaking Study Guide, circulate and make sure individuals understand the election process. Provide assistance as needed.

#### Answer

**Draw Conclusions** With their new right to vote, people would work on a political campaign so their candidate would win.

**Vocabulary Builder**  
**react** (ree AKT) **v.** to act in response to another action

**The Election of 1824** Jackson first ran for President in 1824. His opponents were John Quincy Adams, Henry Clay, and William H. Crawford of Georgia. Jackson received the most electoral votes, but not a majority. According to the Constitution, the House of Representatives would have to decide the election.

The choice was between Jackson and Adams, the two who had received the most votes. As Speaker of the House, Clay had great influence. He told his supporters to vote for Adams. The House then elected Adams on the first ballot.

Jackson **reacted** with fury. He had won the most popular votes and the most electoral votes, but still had lost the election. When Adams appointed Clay secretary of state, Jackson's supporters claimed the two men had made a "corrupt bargain."

**The Presidency of John Quincy Adams** Adams was burdened by the charges of a secret deal. He accomplished little, even though he had ambitious plans for the nation. He supported Clay's American System and wanted the federal government to play a larger role in supporting the American economy.

Adams proposed a national program to build roads and canals and a high tariff to protect industry. He also planned to set up a national university and an observatory for astronomers in Washington, D.C. However, he lacked the political skill to push his programs through Congress. Adams never won the trust of the American people. As a result, he served only one term.



#### Differentiated Instruction

**L1** English Language Learners **L1** Special Needs

**Gaining Comprehension** Students may have difficulty understanding why a candidate who had the most votes did not win the election of 1824. Explain that in order to have a majority of votes (rather than only a plurality), a candidate must win more than half the total cast. Have students role-play voters by nominating three

or more favorite foods or objects, then voting for the one they favor most. Only the one with a majority of votes—that is, more than half the total—wins. Explain that the difficulty of getting a majority increases when there are more than two candidates.

Despite his failures, Adams was an eloquent supporter of what he saw as America's special place in the world. He stated his ideas in a Fourth of July speech in 1821. He said the United States had no designs on the territory of other nations:

“Wherever the standard of freedom and independence has been or shall be unfurled, there will her [America's] heart, . . . and her prayers be. But she goes not abroad in search of monsters to destroy. She is the well-wisher to the freedom and independence of all.”

—John Quincy Adams, Fourth of July 1821 Address

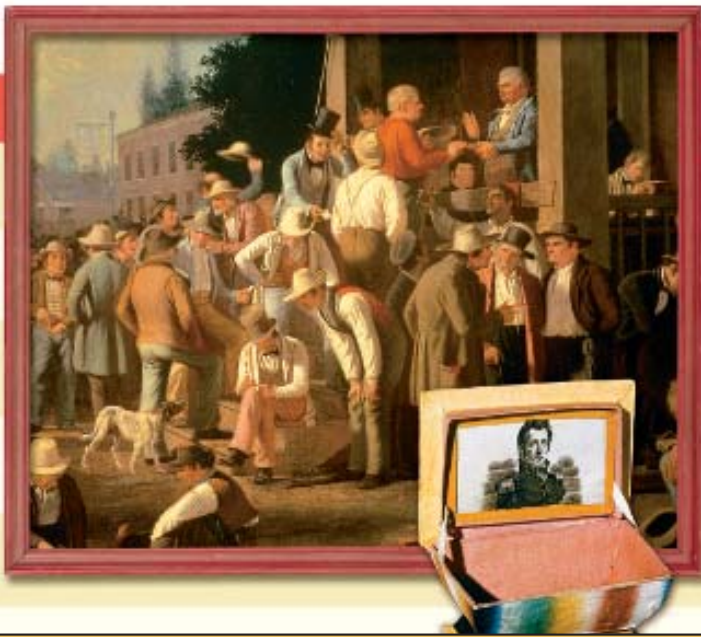
**Checkpoint** Why did Jackson's supporters claim there had been a “corrupt bargain” in the election of 1824?

## A New Era in Politics

The election of 1824 disappointed Andrew Jackson and his followers. Still, that election began a new era in American politics.

Back in the 1790s, states had begun extending **suffrage**—the right to vote. Many states dropped the requirement that men had to own property to be able to **participate** in voting. Voting requirements varied slightly from state to state. However, almost all adult white males now could vote and hold office.

**Vocabulary Builder**  
**participate** (pahɪ ˈtɪʃ ə ˈpeɪt)  
 v. to take part in; to share in an activity



◀ The County Election, George Caleb Bingham

◀ Portrait of Andrew Jackson shown inside a souvenir box from an early presidential campaign.

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## History Background

**Rights of Women** In addition to the right to vote, other rights were denied to women in the early 1800s. They were not admitted to colleges, and married women could not make contracts, own property, or control their own earnings. As the 1800s

progressed, coeducational colleges and colleges just for women opened, and women were allowed to control their own property after marriage. The Nineteenth Amendment granted suffrage at the national level in 1920.

## A New Era in Politics

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### Instruction

L2

- Read A New Era of Politics with students. Remind them to look for answers to the Section Focus Question.
- Ask: **What is suffrage and who had it at that time?** (*Suffrage is the right to vote, and only white males had it.*) Discuss how extending suffrage was an example of expanding democracy in the Jackson era.
- Ask: **In what way did the formation of a second party make for a more representative democracy?** (*Previously, during the Era of Good Feelings, there was only one party. A second party could represent those people with differing views.*)
- Have students compare the caucus system to the nominating convention. Then ask: **How did ordinary people gain more political influence through this change?** (*The caucus system involved only a few members of a particular party. The convention system opened the nominating process to more people.*)

### Independent Practice

Have students continue filling in the study guide for this section.

**Interactive Reading and Notetaking Study Guide**, Chapter 10, Section 3 (Adapted Version also available.)

### Monitor Progress

As students fill in the Notetaking Study Guide, circulate to be sure students understand suffrage. Provide assistance as needed.

### Answer

**Checkpoint** Henry Clay threw his support to John Quincy Adams. Then, as President, Adams appointed Clay as his secretary of state.

## Jackson Becomes President

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### Instruction

L2

- Have students read Jackson Becomes President. Remind students to look for answers to the reading Checkpoint question.
- Discuss with students why Jackson's victory in 1828 was described as being a victory for the "common man." (*Jackson won support from ordinary Americans.*)
- Ask: **Why was Jackson able to explain his use of the "spoils system" as being a way to further democracy?** (*He was putting new people into government jobs.*)
- Display the transparency *The Election of 1828* and call on students to answer the questions. Then ask students to compare the elections of 1828 and 1824. (*Jackson won the later election decisively against only one candidate—President John Quincy Adams.*)

**Color Transparencies,** The Election of 1828

### Biography Quest



**Andrew Jackson**  
1767–1845

Andrew Jackson was a Tennessee landowner, lawyer, and judge. His military campaigns against the British in the War of 1812 and against Native Americans in Florida made him a war hero. Political opponents called him a country hick. But supporters admired him as a self-made man who spoke out for ordinary people. His election as President was a sign that the United States was becoming a more democratic nation.

**Biography Quest Online**

**How did Jackson gain a reputation as a supporter of ordinary people?**

**For:** The answer to the question about Jackson

**Visit:** PHSchool.com

**Web Code:** myd-3063

**Identify Short-Term Effects**

What was the immediate effect of using nominating conventions to choose presidential candidates?

States also were changing how they chose presidential electors. Previously, state legislatures chose them. Now, that right went to the voters. In 1824, voters chose the presidential electors in 18 out of 24 states.

Of course, suffrage was still restricted in the United States. Women could not participate in government. Nor could enslaved African Americans, male or female. In most states, even free African Americans could not vote.

### Democracy in the Age of Jackson

Extending the right to vote was part of a larger spread of democratic ideas. Supporters of Andrew Jackson believed that ordinary people should vote in elections, hold public office, and do anything else they had the ability to do. Jackson's supporters strongly opposed special privileges for those of high social status.

Wealthy observers were sometimes dismayed by this spirit of equality. One visitor complained, "the rich and the poor, the educated and the ignorant, the polite and the vulgar, all . . . feed at the same table."

Jackson and his supporters did not trust government. They believed it often favored the rich and powerful. The Jacksonians also were suspicious of banks, which they believed favored the rich.

### New Political Parties

The Age of Jackson brought back the two-party system that had briefly ended during the Era of Good Feelings. During the 1824 election, the Republican Party split. Supporters of Adams called themselves National Republicans. Jackson's supporters used the name Democrats.

In 1831, the National Republicans nominated Henry Clay to run against Jackson. Jackson won easily, with strength in all parts of the country. However, by 1836, the anti-Jackson forces had formed a new party, the Whigs. From then until 1852, the Democrats and the Whigs were the country's two major political parties.

The new parties adopted a new way of choosing their presidential candidates. Previously, a party's members of Congress held a **caucus—a meeting of members of a political party**. These caucuses involved only a small group of people. Beginning in 1831, political parties started holding national **nominating conventions—large meetings of party delegates to choose candidates for office**. National conventions opened the nominating process to many more people and made it more democratic.

**Checkpoint** Which groups did not benefit from increased suffrage in the United States?

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## Answers

**Biography Quest** Possible answer: As a self-made success, he seemed to be one of the average people. He opposed special privilege for the wealthy and encouraged ordinary people to hold public office.

**Reading Skill** More people were involved in the nominating process.

**Checkpoint** all women, all enslaved African American men, most free African American men

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## Differentiated Instruction

**L3 Advanced Readers**

**Researching Political Parties** Have students research the political parties in the election of 1832, the Democrats and the National Republicans. Have groups of

**L3 Gifted and Talented**

students develop a campaign to enlist members in each party, using text and graphics appropriate to the period. Have them share their work with the class.

## Jackson Becomes President

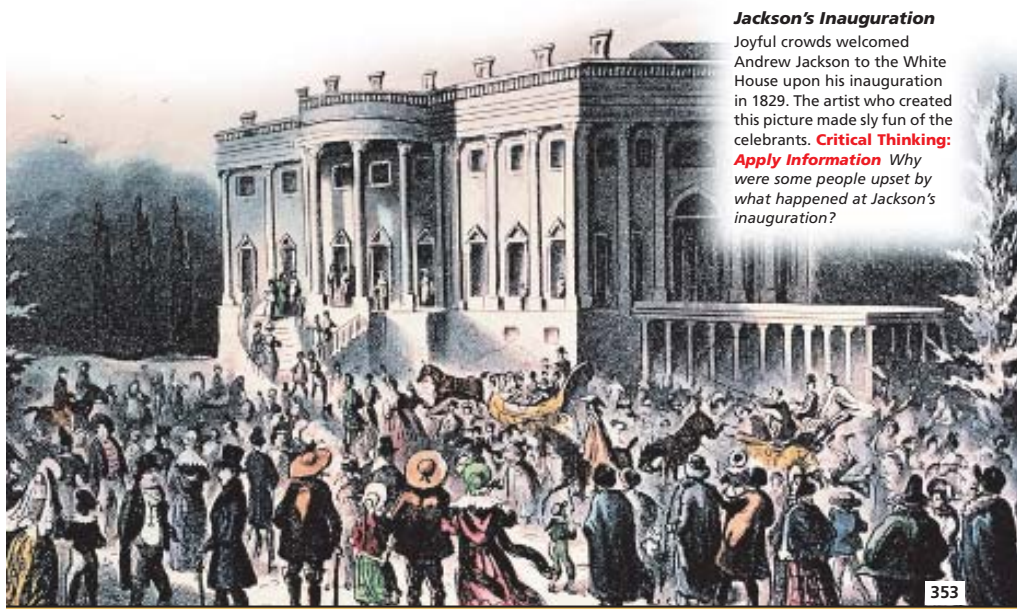
Three times as many people voted in the election of 1828 as had voted in 1824. Most of these new voters supported Jackson, who easily defeated Adams.

The election revealed growing sectional and class divisions among American voters. Jackson did best in the West and the South, where planters and small farmers supported him. He also did well among small business people, artisans, and workers in cities and towns nationwide. Adams was most popular in his home region of New England.

**Jackson's Inauguration** Jackson's supporters called the election a victory for the "common man." His inauguration in March 1829 showed what they meant. Thousands of ordinary working people jammed into Washington for the event. After the inauguration at the Capitol, Jackson rode a horse to the White House. A journalist described the scene:

“As far as the eye could reach, the sidewalks of the Avenue were covered with people on foot . . . with . . . carriages and persons on horseback. . . . For a full half hour, I stood waiting for the stream to run by; but like a never failing fountain people continued pouring forth.”

—Amos Kendall in the *Argus of Western America*,  
March 29, 1829



### Jackson's Inauguration

Joyful crowds welcomed Andrew Jackson to the White House upon his inauguration in 1829. The artist who created this picture made sly fun of the celebrants. **Critical Thinking:** **Apply Information** Why were some people upset by what happened at Jackson's inauguration?

## History Background

**Jackson's Inauguration** Margaret Bayard Smith was an author and socialite who wrote about Washington society. She attended Andrew Jackson's first inauguration at the White House to celebrate. In her book *The First Forty Years of Washington Society*, she wrote about the day. "The President, after having been literally nearly pressed to death and almost suffocated

and torn to pieces by the people in their eagerness to shake hands with Old Hickory, had retreated . . . This wild scene had not been anticipated and therefore not provided against. Ladies and gentlemen only had been expected, not the people en masse. But it was the people's day, and the people's President would rule."

## Instruction (continued)

- Have students complete the primary source worksheet *Andrew Jackson and the Spoils System*. Ask students if they think the spoils system was fair. (Answers will vary but may include it was unfair because it removed people who had a background in the job, or it was fair because it gave new people the opportunity to try to change things for the better.)

**All in One Teaching Resources, Unit 3,**  
*Andrew Jackson and the Spoils System*, p. 86

## Independent Practice

Have students complete the study guide for this section.

**Interactive Reading and Notetaking Study Guide**, Chapter 10, Section 3 (Adapted Version also available.)

## Monitor Progress

As students fill in the Notetaking Study Guide, circulate to make sure students understand the details of Jackson's inauguration and term. Provide assistance as needed.

Tell students to fill in the last column of the Reading Readiness Guide. Ask them to consider whether what they learned was what they had expected to learn.

**All in One Teaching Resources, Unit 3,**  
*Reading Readiness Guide*, p. 82

## Answer

**Apply Information** They thought that mobs took over the White House.

## Assess and Reteach

### Assess Progress

Have students complete Check Your Progress. Administer the Section Quiz.


 **Teaching Resources, Unit 3,**  
p. 95

To further assess student understanding, use the Progress Monitoring Transparency.

**Progress Monitoring Transparencies,**  
Chapter 10, Section 3

### Reteach

If students need more instruction, have them read this section in the Interactive Reading and Notetaking Study Guide and complete the accompanying question.

 **Interactive Reading and Notetaking Study Guide,** Chapter 10,  
Section 3 (Adapted Version also available.)

### Extend

Have students research the life of Andrew Jackson on the Internet. Have them make a timeline of important events in his life.


#### Extend Online

**For:** Help in starting the Extend activity  
**Visit:** PHSchool.com  
**Web Code:** mye-0223

#### Progress Monitoring Online

Students may check their comprehension of this section by completing the Progress Monitoring Online graphic organizer and self-quiz.

### Answer

 **Checkpoint** He believed that putting new people into government jobs furthered democracy.

L2

L1

L3


Twenty thousand people crowded in and around the White House for a reception in Jackson's honor. They did not all behave well. Some broke furniture, spilled drinks, trampled rugs, and broke several thousand dollars worth of glassware and dishes. Officials finally lured the unruly crowd outside by moving the punch bowl onto the White House lawn.

Jackson's opponents were shocked. One member of the Supreme Court complained about the "reign of King Mob." A Jackson supporter saw things more positively: "It was the People's day, and the People's President, and the People would rule."

**The Spoils of Victory** Jackson began his term by replacing some government officials with his supporters. Previous Presidents had done the same thing. In fact, during his two terms Jackson replaced only about 20 percent of federal officeholders.

The difference was that Jackson openly defended what he was doing. He claimed putting new people into government jobs furthered democracy. One of his supporters put it more selfishly when he compared the process to a conquering army after a war, saying "to the victors belong the spoils [loot]." People quickly applied the term **spoils system to the practice of rewarding government jobs to loyal supporters of the party that wins an election.**

 **Checkpoint** How did Andrew Jackson justify the spoils system?

 **Looking Back and Ahead** As President, Andrew Jackson supported the right of ordinary people to participate in government. Jackson's belief in equality, however, left out many, including Native Americans. In the next section, you will read how government policies denied basic rights to Native Americans.

## Section 3 Check Your Progress

### Comprehension and Critical Thinking

- (a) **Recall** What was the "corrupt bargain"?

(b) **Evaluate Information** Who benefited from accusations of a "corrupt bargain"?
- (a) **Recall** How did the United States become more democratic between the 1790s and the 1830s?

(b) **Draw Conclusions** How did these democratic changes contribute to Jackson's election in 1828?

### Reading Skill

- Identify Short-Term Effects** What was the immediate effect when Henry Clay told his supporters to vote for Adams?

### Key Terms

- Read each sentence below. If the sentence is true, write YES. If the sentence is not true, write NO and explain why.
- By 1828, **suffrage** had been extended to white women and African Americans.
  - In 1824, a **nominating convention** chose John Quincy Adams to run for President.

### Progress Monitoring Online

**For:** Self-test with instant help  
**Visit:** PHSchool.com  
**Web Code:** mya-3063

- Tens of thousands of ordinary citizens showed up for the **caucus** celebrating Jackson's victory.

### Writing

- Using vivid, specific words will make your writing livelier and more accurate. Rewrite these sentences using more specific, colorful words. **Sentences:** Many people liked Andrew Jackson, and he was very popular. People liked Jackson better than John Quincy Adams. They felt Jackson was a man of the people and Adams was not a man of the people.

## Section 3 Check Your Progress

- (a) It is what appeared to be a secret deal between John Quincy Adams and Henry Clay. Clay told his supporters to vote for Adams, who later made Clay his secretary of state.

(b) Andrew Jackson
- (a) Suffrage was extended to more white males, and more voters could choose presidential electors.

(b) Many more people voted in 1828 than previously, and Jackson drew support from these newer voters.
- Adams won the election.
- No, voting rights had not been extended to women and African Americans.
- No. Nominating conventions did not begin until 1831.
- No. They came for the inauguration.
- Students might use words and phrases such as *beloved*, *disliked*, *corrupt*.