**Section 3**

**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
- suffrage
- caucus
- nominating convention
- 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.

**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.
- 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.

**Vocabulary Builder**

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

<table>
<thead>
<tr>
<th>High-Use Word</th>
<th>Definition and Sample Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>react, p. 350</td>
<td>v. to act in response to another action; to respond&lt;br&gt;King George III reacted with anger when he heard of the colonists’ demands.</td>
</tr>
<tr>
<td>participate, p. 351</td>
<td>v. to take part in&lt;br&gt;The delegates to the Constitutional Convention participated in a historical debate over the nature of government.</td>
</tr>
</tbody>
</table>

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**Election Fever**

“The election fever which is constantly raging through the land . . . engrosses every conservation, it irritates every temper, it substitutes party spirit for personal esteem . . .”

—Frances Trollope, comments on the election of 1832

Supporters of Andrew Jackson were proud of his military exploits and elected him President.
Adams and Jackson in Conflict

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.

More men could participate in election campaigns. Work through the map and key together with students. Call on students to answer the questions.

Monitor Progress

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

Differentiated Instruction

**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.

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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.

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**A New Era in Politics**

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**Instruction**

- 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.

**Monitor Progress**

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

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Instruction
- 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

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.

Jackson and his supporters did not trust 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.”

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?

Differentiated Instruction
- Advanced Readers: Have students research the political parties in the election of 1832, the Democrats and the National Republicans. Have groups of 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.
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.)

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.

Independent Practice

Have students complete the study guide for this section.

Answer

Apply Information  They thought that mobs took over the White House.
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 [boot].” 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.

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**Assess and Reteach**

**Assess Progress**

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

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

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

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

**Extend**

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

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**Progress Monitoring Online**

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

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**Check Your Progress**

1. (a) **Recall** What was the “corrupt bargain”? **(b) Evaluate Information** Who benefited from accusations of a “corrupt bargain”?

2. (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?

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**Reading Skill**

3. **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.

4. **By 1828, suffrage had been extended to white women and African Americans.**

5. **In 1824, a nominating convention chose John Quincy Adams to run for President.**

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

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**Writing**

7. 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.