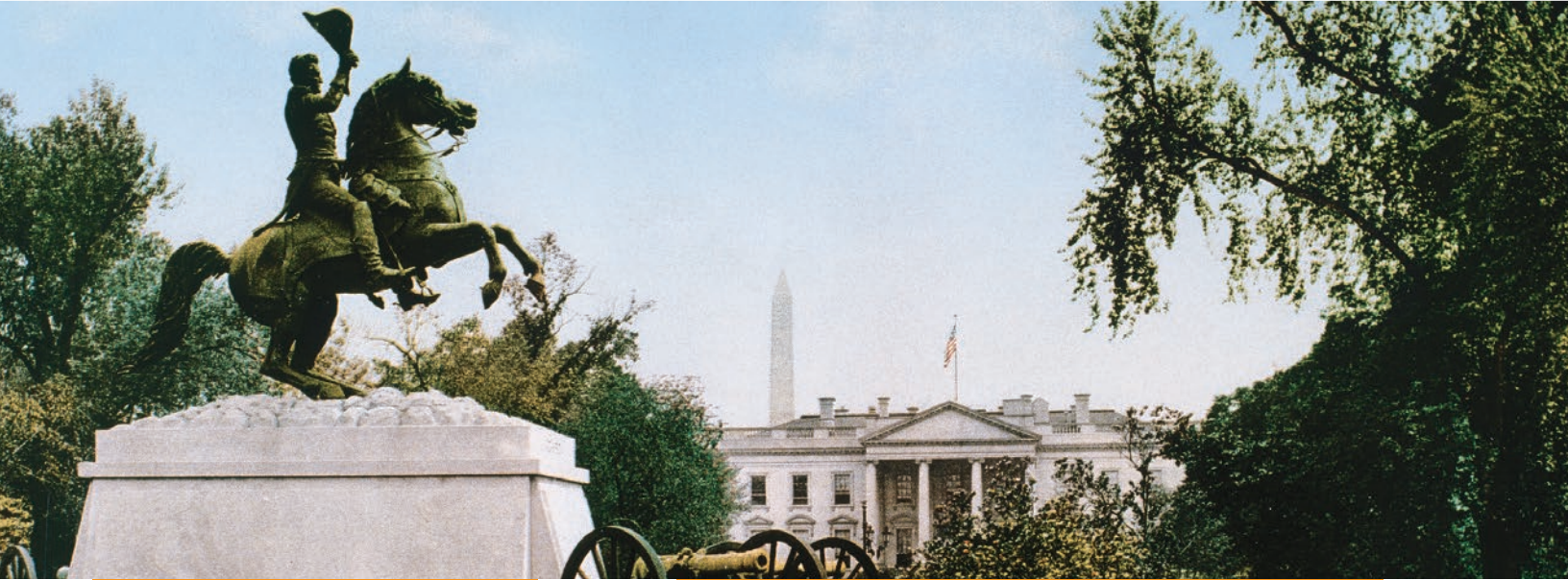


# The Age of Jackson



## Essential Question

Did Andrew Jackson advance the cause of democracy?



**About the Photo:** This statue of Andrew Jackson has stood in Washington, DC, for more than 150 years and captures the drive and spirit of the seventh president of the United States.

In this module you will learn about President Andrew Jackson and why historians refer to his time in office as the Age of Jackson.

### What You Will Learn ...

<b>Lesson 1: Jacksonian Democracy</b> . . . . .	<b>328</b>
<b>The Big Idea</b> The expansion of voting rights and the election of Andrew Jackson signaled the growing power of the American people.	
<b>Lesson 2: Jackson's Administration</b> . . . . .	<b>333</b>
<b>The Big Idea</b> Andrew Jackson's presidency was marked by political conflicts.	
<b>Lesson 3: Indian Removal.</b> . . . . .	<b>340</b>
<b>The Big Idea</b> President Jackson supported a policy of Indian removal.	

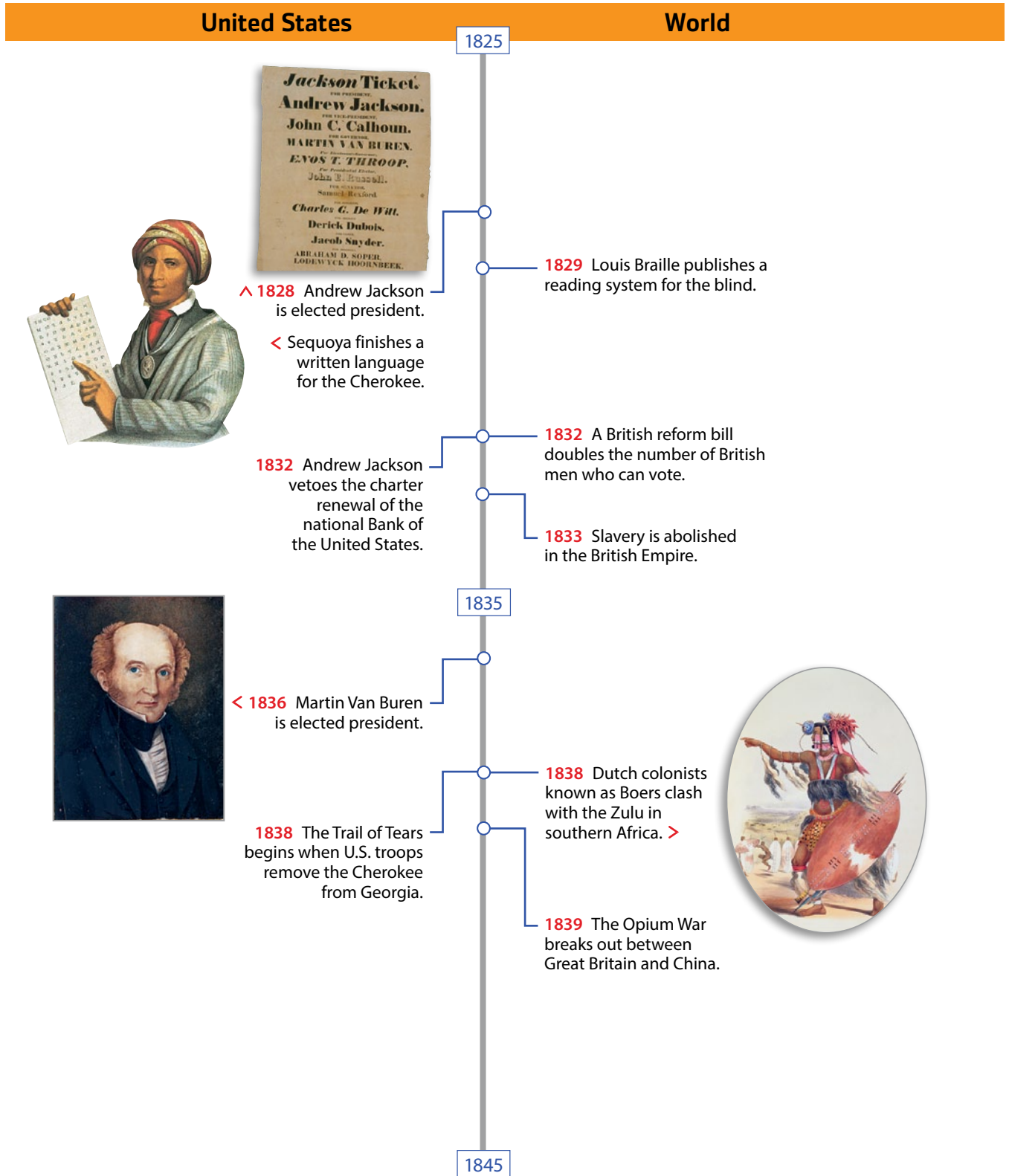
### Explore ONLINE!



#### VIDEOS, including...

- Jackson: Cherokees, Tariffs, and Nullification
- Jackson's Personality and Legacy
- Jackson Censured in Bank War

- ✓ Document-Based Investigations
- ✓ Graphic Organizers
- ✓ Interactive Games
- ✓ Image Slider: Dirty Politics in the 1828 Campaign
- ✓ Image Carousel: Regions of the United States
- ✓ Image Carousel: Native American Groups



# Reading Social Studies

## THEME FOCUS:

### Economics, Politics

In this module you will read about the events that shaped the United States from 1828 to 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.

## READING FOCUS:

### Draw Conclusions about the Past

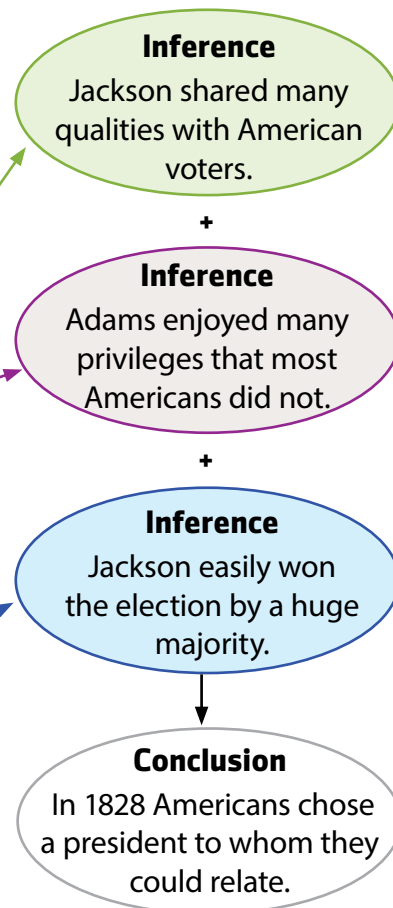
Writers don't always tell you everything you need to know about a subject. Sometimes you need to think critically about what they have said and make your own decisions about what you've read.

**Draw 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.

#### Election of 1828

Today, presidential campaigns often focus on the personal image of the candidates—labeling them strong versus weak, or a government insider versus a newcomer. That was true in the 1828 campaign as well, which 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.

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. Still Jackson was a strong leader who appealed to everyday people. When the ballots were counted, Jackson had defeated Adams, winning a record number of popular votes. The time period of Jackson's presidency is sometimes called the "Age of Jackson."



# You Try It!

*The following passage is from the module 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 had 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 candidate, the Whigs chose four men to run against Van Buren. Because of this indecision, and with backing from Jackson, Van Buren won the election.

*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 Module 10**, use your personal background knowledge and experience to draw conclusions about what you are reading.

## Key Terms and People

### Lesson 1

nominating conventions  
Jacksonian Democracy  
Democratic Party  
John C. Calhoun  
spoils system  
Martin Van Buren  
Kitchen Cabinet

### Lesson 2

Tariff of Abominations  
states' rights doctrine  
nullification crisis  
Daniel Webster  
*McCulloch v. Maryland*  
Whig Party  
Panic of 1837  
William Henry Harrison

### Lesson 3

Indian Removal Act  
Indian Territory  
Bureau of Indian Affairs  
Sequoya  
*Worcester v. Georgia*  
Trail of Tears  
Black Hawk  
Osceola



# Jacksonian Democracy

## The Big Idea

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

## Main Ideas

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

## Key Terms and People

nominating conventions  
Jacksonian Democracy  
Democratic Party  
John C. Calhoun  
spoils system  
Martin Van Buren  
Kitchen Cabinet

## 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?**

## 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 their power. The result was a growing belief that the wealthy were tightening their grip on power.

Hoping for change, small farmers, frontier settlers, and slaveholders rallied behind reformer Andrew Jackson, the popular hero of the War of 1812 and presidential candidate in the 1824 election. Even though he was a political leader, they believed Jackson would defend the rights of the common people and the slave states. They had been disappointed in the way Jackson had lost the 1824 election

because of a decision in the House of Representatives. Jackson's supporters felt his policies and philosophies represented a move toward greater democratization.

In 1824 four men hoped to replace James Monroe as president. They were John Quincy Adams, William Crawford, Henry Clay, and Andrew Jackson. Jackson won the popular vote, but he did not receive a majority of electoral votes. According to the Constitution, if no person wins a majority of the electoral votes, the House of Representatives must choose the president. The selection was made from the top three vote-getters. Clay came in fourth and was out of the running. In the House vote, he threw his support to Adams, who then won. Because Adams later named Clay as his secretary of state, Jackson's supporters claimed that Adams gained the presidency by making a deal with Clay. Charges of a "corrupt bargain" followed Adams throughout his term. Adams had many plans for his presidency. But Congress, led by Jackson supporters, defeated his proposals.

During the time of Jackson's popularity, many democratic reforms were made. Some states changed their qualifications for voters to grant

## Link to Today

### 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.

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. The influence of Jackson is still seen in the U.S. political system today.

### Analyze Information

How are the people in both pictures practicing democracy?



### Reading Check

#### Find Main Ideas

How did voting rights change in the early 1800s?

more white males suffrage. The revised rules, although they extended the franchise of voting to more white men, usually excluded free blacks from voting as they had been allowed under original state constitutions. Political parties began holding public **nominating conventions**, where party members choose the party's candidates instead of the party leaders. This period of expanding democracy, its ideas, and influences, in the 1820s and 1830s later became known as **Jacksonian Democracy**.

## Election of 1828

Jackson supporters were determined that their candidate would win the 1828 election. They formed the **Democratic Party** to support Jackson's candidacy. Many people who backed President Adams began calling themselves National Republicans.

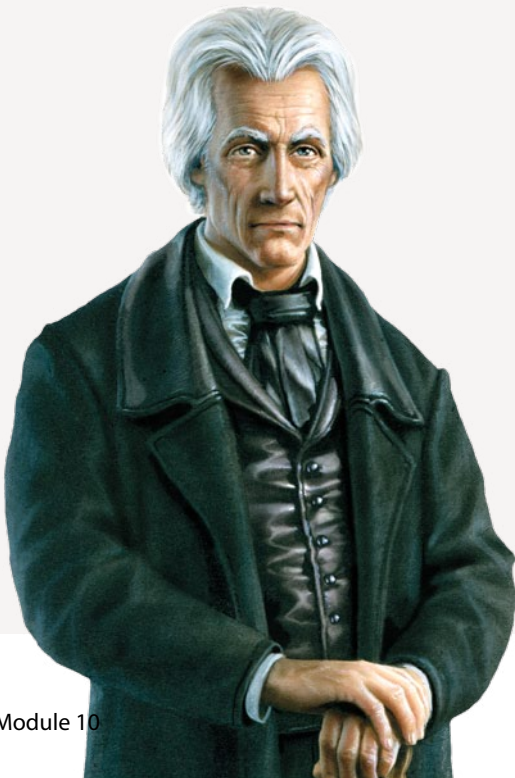
The 1828 presidential contest was a rematch of the 1824 election. Once again, John Quincy Adams faced Andrew Jackson. Jackson chose **John C. Calhoun** as his vice presidential running mate.

**The Campaign** Today, presidential campaigns often focus on the personal image of the candidates—labeling them strong versus weak,

### BIOGRAPHY

#### Andrew Jackson 1767–1845

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.



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.

The power of the office became more powerful during Jackson's presidency. His 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.

#### Identify Cause and Effect

Why did Jackson gain loyal friends and fierce enemies?

## People's President

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

### Analyze Historical Sources

How does the author view the people who support Jackson?

*"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, letter to Mrs. Kirkpatrick  
March 11, 1829

or a government insider versus a newcomer. That was true in the 1828 campaign as well, which 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.

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. Still, Jackson was a strong leader who appealed to everyday people. When the ballots were counted, Jackson had defeated Adams, winning a record number of popular votes. The time period of Jackson's presidency is sometimes called the "Age of Jackson."

## Quick Facts

### Views of Democracy

Jackson's presidency marked a dramatic shift in American politics. Although Jackson's Democrats had grown out of Jefferson's Democratic-Republican Party, ideas of democracy had changed.

Jeffersonian Democracy	Jacksonian Democracy
Government by an educated few	More public involvement in government
Voting restricted to property owners	Voting expanded to all white males
Limited government	Limited government with a stronger executive branch

### Interpret Charts

What ideas did Jeffersonians and Jacksonians share in common?



**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.

**Summary and Preview** The expansion of democracy swept Andrew Jackson into office. In the next lesson you will read about the increasing regional tensions that occurred during Jackson's presidency.

**Reading Check**  
Analyze Information  
How might the spoils system cause disputes?

## Lesson 1 Assessment

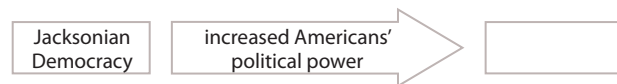
### Review Ideas, Terms, and People

- Recall** What changes did the new western states make that allowed more people to vote?
  - Draw Conclusions** How did nominating conventions allow the people more say in politics?
  - Explain** How did the policies and philosophies of the Jacksonian Era represent a move toward greater democratization? How were voting rights expanded during the Jacksonian period?
  - Predict** How might changes to the voting process brought about by Jacksonian Democracy affect politics in the future? What were the key ideas and influences of Jacksonian Democracy?
- Recall** What two new political parties faced off in the election of 1828? Which candidate did each party support?

- Make Inferences** Why did Andrew Jackson have more popular support than did Adams?
- Analyze** What leadership qualities helped Andrew Jackson become president of the United States?
- Evaluate** Do you think the spoils system was an acceptable practice? Explain your answer.

### Critical Thinking

- Identify Effect** In this lesson you learned about the election of Andrew Jackson to the presidency. Use a cause-and-effect chart like this one to show the ways in which Jacksonian Democracy increased Americans' political power.



# Jackson's Administration

## The Big Idea

Andrew Jackson's presidency was marked by political conflicts.

## Main Ideas

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

## Key Terms and People

Tariff of Abominations  
states' rights doctrine  
nullification crisis  
Daniel Webster  
*McCulloch v. Maryland*  
Whig Party  
Panic of 1837  
William Henry Harrison

## 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?**

## 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. Different viewpoints in these regions led to debate about what was the best for the nation. 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.

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.

Political parties also developed along these regional lines. They were influenced by the tariff policy. Tariffs, sometimes called protective tariffs, were favored by Republicans, mostly northerners, because they protected northern manufacturing. Democrats, mostly southerners, were against tariffs because they made goods they needed to import much more expensive.

In the third region, the West, the frontier economy was just emerging. Settlers favored 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 of debate 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. For them the tariff helped meet economic challenges.

British companies were driving American ones out of business with their inexpensive manufactured goods. The tariff northerners supported, however, was so high that importing wool would be impossible. Southerners opposed the tariff, saying it would hurt their economy.

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

President John Quincy Adams signed the tariff legislation, 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. Citing states' rights, some southerners said that the states could nullify laws they felt were not authorized by the Constitution. Most northerners opposed nullification.

## 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. This led to growing sectionalism, or sectional differences.

**Nullification Crisis** Early in his political career, Vice President John C. Calhoun had supported the **criteria** of 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

### Reading Check

#### Summarize

Describe the sectional economic differences in the United States during the early 1800s.

**Academic Vocabulary**  
criteria basic requirements

## Regions of the United States, Early 1800s

QUICK  
FACTS



### North

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



### South

- 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

spoke of leaving, or secession from, the Union over the issue of tariffs. Calhoun understood the problems of South Carolina's farmers because he was one himself. But he wanted to find a way to keep South Carolina from leaving the Union. The answer he arrived at was the doctrine of nullification. A state, Calhoun said, had the right to nullify, or reject, a federal law that it considers unconstitutional.

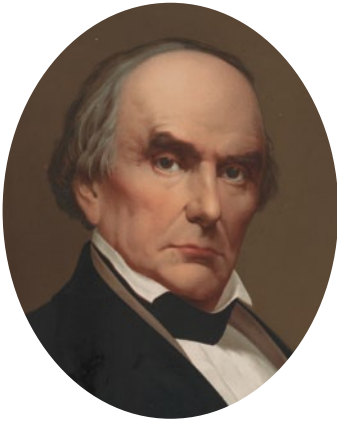
In response to the tariff, Calhoun drafted the *South Carolina Exposition and Protest*. It said that Congress should not favor one state or region over another. Calhoun used the *Protest* to advance the **states' rights doctrine**, which said that since the states had formed the national government, 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. The debate about the importance of states' rights increased sectional tensions that would further divide the nation.

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 the vice presidency. He was then elected to the Senate, where he continued his arguments in favor of nullification. Martin Van Buren replaced Calhoun as vice president when Jackson was re-elected president.

**The Hayne-Webster Debate** The debate about states' rights began, or originated, early in our nation's history. This resulted in constitutional issues arising regarding states' rights. Calhoun was not the first person





In the 1830 Hayne-Webster debate, Daniel Webster (above) staunchly championed the Constitution and national unity.

to propose the doctrine of nullification. 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 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 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 concerned about economic problems in the southern states. In 1832 he 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, which declared the 1828 and 1832 tariffs "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, 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 gradually lower the tariff 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.

The tariff policy prompted sectional differences. Despite the provisions of this compromise, neither side changed its beliefs about states' rights. The argument continued for years, ending in the huge conflict known as the Civil War.

## Jackson Attacks the Bank

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.

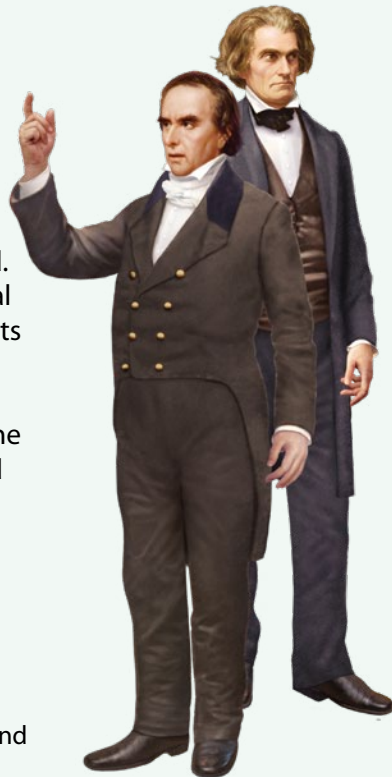
### Reading Check

#### Summarize

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

## 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** (left) insisted that the interests of the Union should prevail. **John C. Calhoun** (right) believed that the powers of the states were greater.



*“While the Union lasts we have high, exciting, gratifying [rewarding] 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 [flag] 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

### Analyze Historical Sources

How did the views of Calhoun and Webster differ?

There was debate about the Bank. 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 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 the landmark case *McCulloch v. Maryland*, the Court decision was 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 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 state-bank notes—to buy government-owned land. This policy did not help the national

## 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.



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

Nicholas Biddle is at the center of the hydra.

### Analyze Historical Sources

How does this image show the difficulty Jackson had politically?

### Reading Check

#### Analyze Information

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

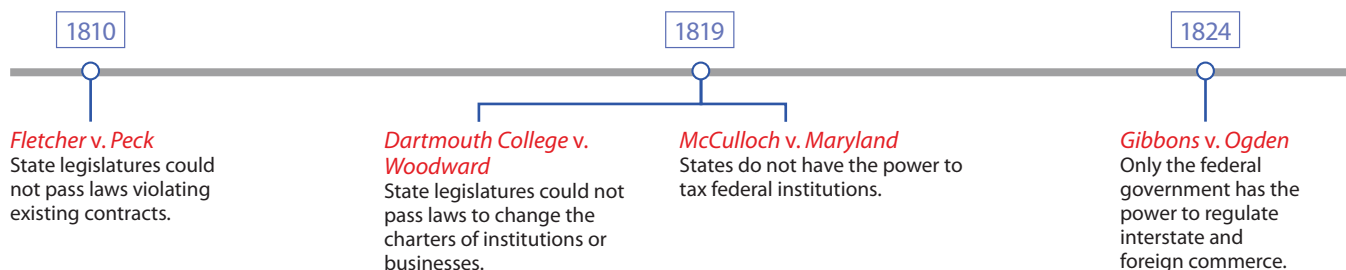
economy as Jackson had hoped. Jackson did improve the economy and met economic challenges by lowering the national debt. However, his policies opened the door for approaching economic troubles.

## Panic of 1837

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

## Timeline: The 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.



### Interpret Timelines

What effect did the Supreme Court have on economic development?

In 1834 a new political party had 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 candidate, the Whigs chose four men to run against Van Buren. Because of this indecision, and with backing from Jackson, Van Buren won the election.

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.

**Summary and Preview** The states' rights debate dominated much of Jackson's presidency. In the next lesson you will learn about the removal of American Indians from the southeastern United States.

### Reading Check

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

## Lesson 2 Assessment

### Review Ideas, Terms, and People

- Recall** On what were the economies of the northern, southern, and western states, or regions, based? What were the causes and effects of their economic differences?
  - Analyze** What was the impact of tariff policies on sections of the United States during this time period?
  - Summarize** What were the arguments for and against protective tariffs?
  - Predict** How might the sectional issues involved in the dispute over the Tariff of Abominations lead to future problems between the North and South? What issues were debated?
- Describe** What roles did Daniel Webster and John C. Calhoun play in the nullification crisis?
  - Summarize** What idea did supporters of the states' rights doctrine promote?
  - Compare and Contrast** How do the effects of congressional conflicts and compromises compare? Include examples of the roles of John C. Calhoun, Henry Clay, and Daniel Webster. Identify the provisions of these compromises.
- Describe** What problems resulted from weakening the Bank? Specifically, how did the

absence of a national banking system affect economic stability?

- Draw Conclusions** Why did Jackson veto the bill to renew the Second Bank of the United States?
  - Analyze** What different viewpoints resulted in debate about the Second Bank of the United States?
- Recall** What caused the Panic of 1837?
    - Summarize** How did the Whig Party win the election of 1840?
    - 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

- Identify Cause and Effect** In this lesson you learned about the political conflicts during Jackson's administration. Use a graphic organizer like the one below to show how some of Jackson's policies dealing with conflicts led to the Panic of 1837.





# Indian Removal

## The Big Idea

President Jackson supported a policy of Indian removal.

## Main Ideas

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

## Key Terms and People

Indian Removal Act

Indian Territory

Bureau of Indian Affairs

Sequoya

*Worcester v. Georgia*

Trail of Tears

Black Hawk

Osceola

## 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?**

## 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. Opening new land to white settlement would also increase economic development. Under pressure from Jackson, Congress passed the **Indian Removal Act** in 1830. This policy toward American Indian nations authorized 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—and planned to move Native Americans there. 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**.

The Choctaw were the first Indians sent to Indian Territory. The Mississippi legislature abolished the Choctaw



## Indian Removal

During the Trail of Tears, thousands of Cherokee died from conditions such as 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.

### Reading Check

#### Find Main Ideas

What major changes did President Jackson make to U.S. policy regarding Native Americans?

### Academic Vocabulary

**contemporary**  
existing at the same time

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 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 resolved this conflict by moving in and capturing 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.

## 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

## 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 is an account of the Trail of Tears, written before it started, by a Cherokee girl 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

### Analyze Historical Sources

What is the concern of the Cherokee girl before the Trail of Tears? What do you think her concerns were after the trip?

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 his contribution led the Cherokee to begin 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 were ignored. Georgia leaders began preparing for the Cherokee’s removal. When they refused to move, the Georgia militia began attacking Cherokee towns. Instead of responding with force, the Cherokee fought in the American court, or judicial, system. They sued the federal government, claiming that they had sovereignty, or the right to be respected as a foreign country. The case, the *Cherokee Nation v. Georgia* reached the Supreme Court in 1831. Chief Justice John Marshall, however, refused to hear the case. He ruled that the Cherokee had no right to bring suit since they were neither citizens nor a foreign country.

The Cherokee, however, had another plan of attack. Samuel Austin Worcester was a white man, a teacher, and a friend to the Cherokee. The state of Georgia, carrying out the Indian Removal Act, ordered Worcester to leave Cherokee land. He refused and brought suit on behalf of himself and the Cherokee. In the suit, the Cherokee said that they were an independent, or sovereign, 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's response was to take 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. This contributed to the struggle between the Cherokee nation and the United States government.

In the spring of 1838, U.S. troops began to remove all Cherokee and resettle them in 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.

Today, members of the Cherokee nation of northeastern Oklahoma are descendants of the Cherokee who were removed to Indian Territory. The group's population is about 70,000. Members of the Eastern Band of Cherokee Indians are the descendants of the Cherokee who escaped removal. The 8,100 members of this group live mostly in western North Carolina.

### Reading Check

#### Find Main Ideas

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

## Other Native Americans Resist

Other Native Americans decided to fight U.S. troops to avoid removal. Chief **Black Hawk**, a leader of the Fox and the Sauk Indians, led his people in a struggle to protect their lands in Illinois. By 1832, however, the Sauk forces

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## Second Seminole War





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 people 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. In this way the conflict between the Seminoles and United States officials was resolved. Chief Black Hawk and Osceola were social leaders because they worked for better living conditions for their people.

**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 module you will learn about the westward growth of the nation as farmers, ranchers, and other settlers moved West.

**Reading Check**  
Analyze Information  
How effective was Native American resistance to removal?

### Lesson 3 Assessment

#### Review Ideas, Terms, and People

- 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. Analyze** Give an example of Jackson's presidential response to the Court ruling. How did he handle it?

**d. 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

- Compare and Contrast** In this lesson you learned about Indian removal. Copy the chart below and use it to identify the Native American groups and their responses to removal.

Native American Group	Response to Removal

# Social Studies Skills

## Solve 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 people faced at certain points in time and how they dealt with those difficulties.

The ability to understand and evaluate how people solved problems in the past can help in solving similar problems today. The skill can also be applied to many other kinds of difficulties besides historical ones. 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 conduct 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 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

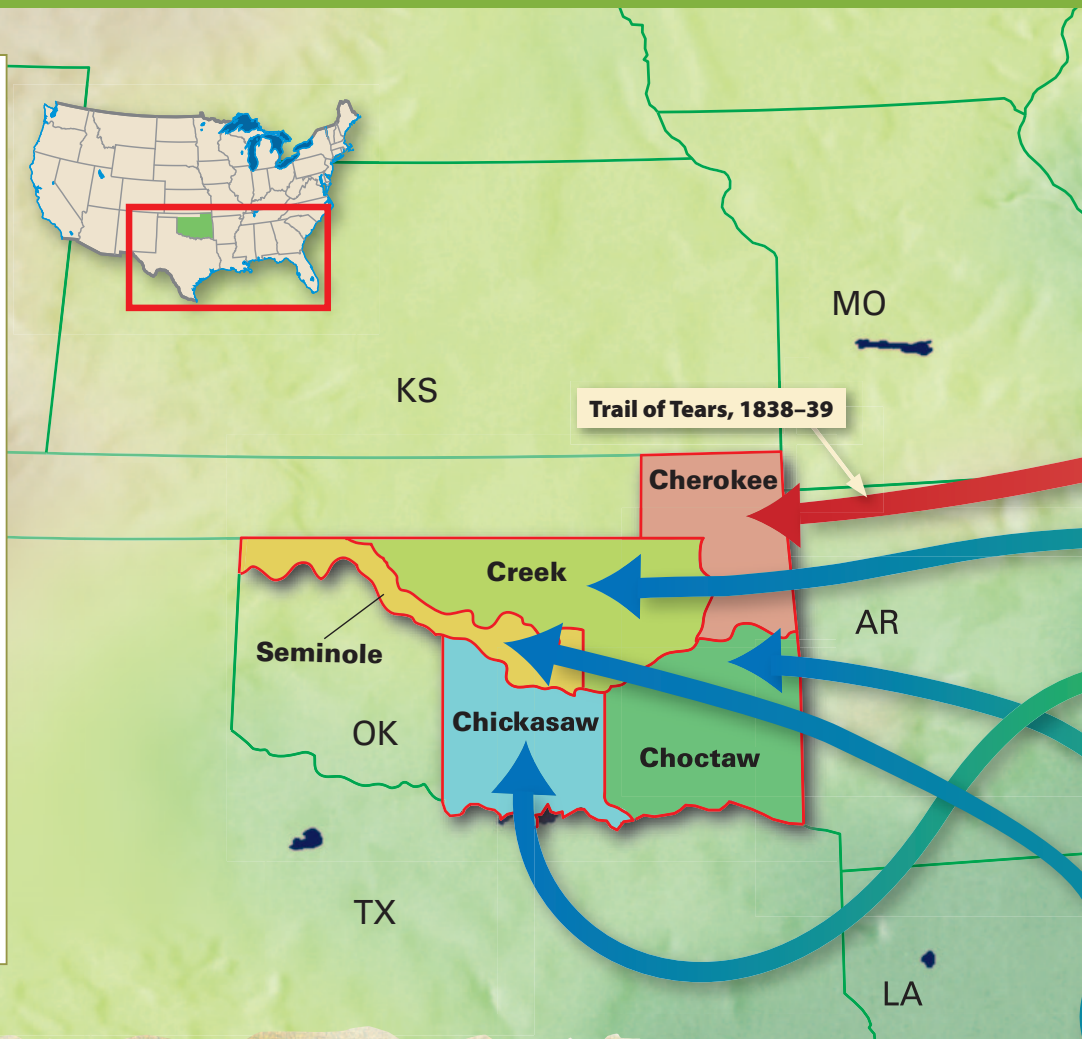
One of the most challenging situations that President Jackson faced was the nullification crisis. You can use the problem-solving skills to better understand this problem and to evaluate his solution for it. Review the information about the nullification crisis in this module. Then answer the questions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

# History and Geography

## The Indian Removal Treaties

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. The impact of this act was that 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 ten 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 followed by annual payments	Cherokee lands reduced
Treaty at St. Louis	1804	Sauk, Fox	Received land from the Sauk and the Fox	Annual payments of \$1,000	Indians claimed their leaders acted without permission; conflicts arose as settlers moved to Sauk and Fox lands
Treaty at Fort Jackson	1814	Creek	Ended battles with Red Eagle; received 23 million acres of land in Georgia	Later receives small amount of land in Indian Territory	Conflicts between settlers and Creek led to removal of Creek to Indian Territory
Treaty of Dancing Rabbit Creek	1830	Choctaw	Received all Choctaw lands east of Mississippi River	Received land in Indian Territory	Choctaw became 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 in the north, through a region of low hills and valleys, to a flat area of pine forest in the south.

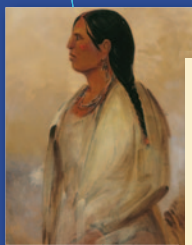


**The Seminole** Many Seminole Indians refused to leave Florida. They hid in the swamps, battling American soldiers. Many of their descendants still live in Florida today.

**Chickasaw**

**Choctaw**

**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.

Gulf of Mexico



**Interpret 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 impacted the Indians' way of life?



# Module 10 Assessment

## Review Vocabulary, Terms, and People

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

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

## Comprehension and Critical Thinking

### Lesson 1

6.
  - a. **Identify** What changes took place in the early 1800s that broadened democracy in the United States?
  - b. **Analyze** How was Jackson's victory in the election of 1828 a reflection of a change in American politics?
  - c. **Evaluate** Do you think the changes brought about by Jacksonian Democracy went far enough in expanding democracy? Why or why not?

### Lesson 2

7.
  - a. **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. **Analyze** How did the Second Bank and tariffs help meet economic challenges?
  - d. **Compare and Contrast** Compare and contrast how economic factors, such as tariffs, led to sectionalism. What was the impact of tariff policies on different parts of the country in this time period?

- e. **Summarize** What were the arguments for and against the banking system?
- f. **Predict** How might sectional differences and the debate over states' rights lead to future problems for the United States?

### Lesson 3

8.
  - a. **Identify** Who was Sequoya? What important contribution did he make?
  - b. **Identify** What are some ways conflicts between Native Americans and government officials were solved?
  - c. **Describe** What were the successes and failures of the reforms of the Age of Jackson, including Indian Removal and the Trail of Tears?
  - d. **Contrast** In what different ways did the Cherokee and the Seminole attempt to resist removal to Indian Territory?
  - e. **Elaborate** Do you agree with Jackson's refusal to enforce the *Worcester v. Georgia* ruling? Why or why not?

# Module 10 Assessment, continued

## Review Themes

- Politics** What new political party rose in opposition to President Andrew Jackson? What was the party's attitude toward the power of the president?
- Economics** What economic factors influenced the policy of Indian removal?
- Politics** Make a list of both the events and impacts of Andrew Jackson's presidency. Then write a paragraph explaining the events and their impact.
- Politics** What were some contributions of significant political and social leaders of this time period?

## Reading Skills

**Draw Conclusions about the Past** Use the Reading Skills taught in this module 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.

- Which statement below can you conclude from the passage above?
  - Farmers moved onto the Native Americans' land after removal.
  - Native Americans wanted to move from their lands.
  - Native Americans resisted removal.
  - Government officials had to use force to remove Native Americans from their land.

## Social Studies Skills



**Solve Problems** Use the Social Studies Skills taught in this module 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 ones out of business with their inexpensive manufactured goods . . . Southerners opposed the tariff, saying it would hurt their economy.

- Which of the following might be a reasonable solution to the problem discussed above?
  - passing a low tariff
  - passing a high tariff only in the South
  - Britain passing a tariff
  - selling northern and British goods for a higher price

## Focus on Writing

- Write Interview Questions** 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. Review what you have learned about Jackson's political significance, the conflicts he was involved in, and the causes and effects of his policies toward Indians. Then begin writing questions for your interview with Jackson. What will the readers of your newspaper want to learn more about? Write at least ten interview questions that your readers will want answered.

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