

CHAPTER
BENCHMARKS

SS.8.A.4.1 Examine the causes, course, and consequences of United States westward expansion and its growing diplomatic assertiveness (War of 1812, Convention of 1818, Adams-Onís Treaty, Missouri Compromise, Monroe Doctrine, Trail of Tears, Texas annexation, Manifest Destiny, Oregon Territory, Mexican American War/Mexican Cession, California Gold Rush, Compromise of 1850, Kansas Nebraska Act, Gadsden Purchase).

SS.8.A.4.3 Examine the experiences and perspectives of significant individuals and groups during this era of American History.

SS.8.A.4.4 Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations.

SS.8.A.4.8 Describe the influence of individuals on social and political developments of this era in American History.

Chapter Overview

Andrew Jackson was a war hero who rose from a poor childhood to the highest office in the land. Jackson's presidential victory in 1828 marked the beginning of a new era in American politics. As president, Jackson sought to represent common American citizens and make the government more accessible to the masses.

At the same time, Jackson aggressively asserted his powers as president. The results were sometimes tragic. During his and his successor's administrations, Native Americans were treated poorly. The Cherokee of the southeastern United States were forcibly removed from their land, and the Seminole in Florida were pursued and mostly forced from the state. At the time, Jackson's political opponents proved unable to stop him. While Martin Van Buren, another Democrat, followed Jackson as president, other individuals from other parties began to rise to prominence, changing the American political scene.

WHAT I NEED TO KNOW

TERMS

- favorite son
- plurality
- majority
- mudslinging
- bureaucracy
- spoils system
- caucus system
- nominating convention
- tariff
- nullification
- veto

- relocate
- charter
- depression

PEOPLE, PLACES, EVENTS

- William H. Crawford
- Andrew Jackson
- Henry Clay
- John Quincy Adams
- John C. Calhoun
- "Five Civilized Tribes"
- Indian Territory
- Worcester v. Georgia*
- Daniel Webster
- John Ross
- Martin Van Buren
- Winfield Scott
- Trail of Tears
- McCulloch v. Maryland*
- Panic of 1837
- William Henry Harrison
- John Tyler
- Webster-Ashburton Treaty
- Zachary Taylor

CHAPTER 12

The Jackson Era

CHAPTER BENCHMARKS, *continued*

SS.8.A.4.13 Explain the consequences of landmark Supreme Court decisions (*McCulloch v. Maryland* [1819], *Gibbons v. Odgen* [1824], *Cherokee Nation v. Georgia* [1831], and *Worcester v. Georgia* [1832]) significant to this era of American History.

SS.8.A.4.16 Identify key ideas and influences of Jacksonian democracy.

SS.8.A.4.17 Examine key events and peoples in Florida history as each impacts this era of American History.

SS.8.A.4.18 Examine the experiences and perspectives of different ethnic, national, and religious groups in Florida, explaining their contribution to Florida's and America's society and culture during the Territorial Period.

SS.8.C.1.4 Identify the evolving forms of civic and political participation from the colonial period through Reconstruction.

SS.8.E.2.2 Explain the economic impact of government policies.

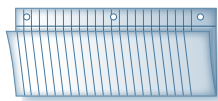


The Jackson Era

Make the Foldable below and label the three tabs – *Jacksonian Democracy*, *Conflicts Over Land*, and *Jackson and the Bank*. As you read the chapter, select important terms, names, and/or locations mentioned and write them on the correct tab. Write notes next to each as a memory aid.

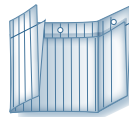
Step 1

Fold a sheet of paper in half, leaving a 1/2-inch tab along one edge.



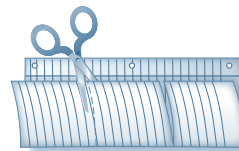
Step 2

Then fold the paper into three equal sections.



Step 3

Cut along the folds on the top sheet of paper to create three tabs.



Step 4

Label your Foldable as shown.



LESSON 1 SUMMARY

Jacksonian Democracy

SS.8.A.4.8, SS.8.A.4.16, SS.8.C.1.4

1. DETERMINING WORD MEANINGS

Explain the difference between the plurality and the majority of a vote. How does this relate to the Election of 1824?

ANALYZING VISUALS

2. Compare Adams' share of electoral votes to his share of votes in the House. What percentage of the votes in the House of Representatives did he receive to win the election? From where did the increased support in the House vote come?

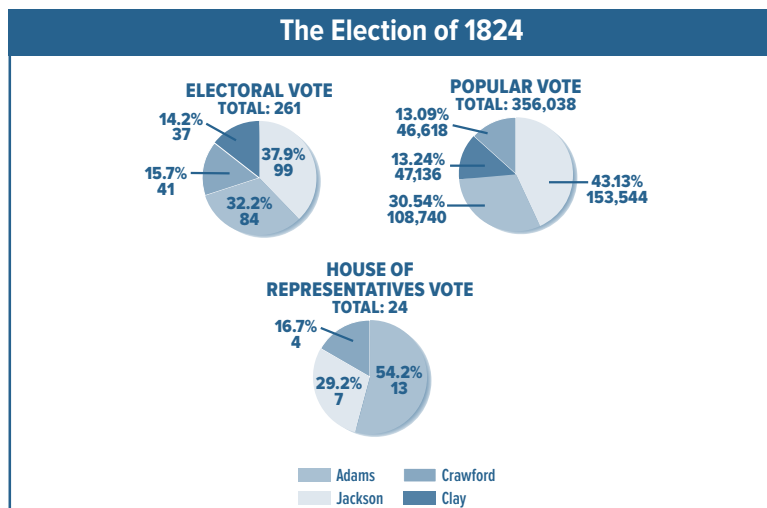
New Parties Emerge

The Democratic Republican Party was the only major political party from 1816 to 1824. In the election of 1824, there were four Democratic Republican candidates. Leaders of the party chose former Georgia senator William H. Crawford as their candidate. However, three other candidates had strong regional backing. They were called **favorite sons** because they received support from their home states rather than from the national party.

The three favorite sons were Andrew Jackson, Henry Clay, and John Quincy Adams. Clay was from Kentucky and was Speaker of the House of Representatives. Jackson, from Tennessee, had been a hero in the War of 1812. Adams was the son of former president John Adams. He was from Massachusetts and popular among merchants in the Northeast.

The House Chooses the President

In the election, Jackson received a **plurality**, the largest share of the popular and electoral votes. However, none of the four men received a **majority**, or more than half of all the votes. According to the Constitution, when no candidate receives a majority of electoral votes, the House of Representatives must select the president.



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LESSON 1 SUMMARY, *continued*

As Speaker of the House, Henry Clay could use his influence to defeat Jackson. He met with Adams and agreed to do just that. The House chose Adams as president. President Adams then appointed Clay to be Secretary of State. Jackson’s supporters were upset. They claimed Clay and Adams had made a “corrupt bargain” and stole the election from Jackson. This charge was never proven. Adams and Clay claimed they had done nothing wrong. However, the accusation left a black mark on Adams’ presidency.

Adams as President

Early in his presidency, Adams sought to improve transportation on America’s roads and waterways. He also supported establishing a national university and furthering scientific research. Not everyone agreed with Adams’ ideas. Opponents argued that the federal government should not have so much power. Nonetheless, Congress did approve some funding for repairing and extending transportation.

The Election of 1828

By the 1828 election, the Democratic Republican Party had split into two. The two new parties were the Democrats and the National Republicans.

Each party had a distinct political agenda. The Democrats, led by Jackson, did not want a strong central government. Rather, they strongly supported states’ rights. The National Republicans, led by Adams, sought a stronger central government. They supported measures to grow the national economy, such as building better roads and establishing a national bank.

During the election of 1828, American politics underwent another change. Some individuals attempted to destroy their opponent’s reputation by using insults and accusations. These accusations were often unjust and untrue. This is called **mudslinging**.

In the election, Jackson won all of the frontier states. He also won most of the votes in the South. John C. Calhoun of South Carolina had been Adams’s vice president. He switched parties to be Jackson’s running mate. In the end, Jackson easily won the election. As a result of his victory, Jackson’s supporters officially established the Democratic Party.

3. REASONING How would the new and improved roads and waterways that Adams desired contribute to the growth of the United States economy?

4. SPECULATING Why is the practice of saying hurtful or untrue things about the other candidates in an election called “mudslinging”?

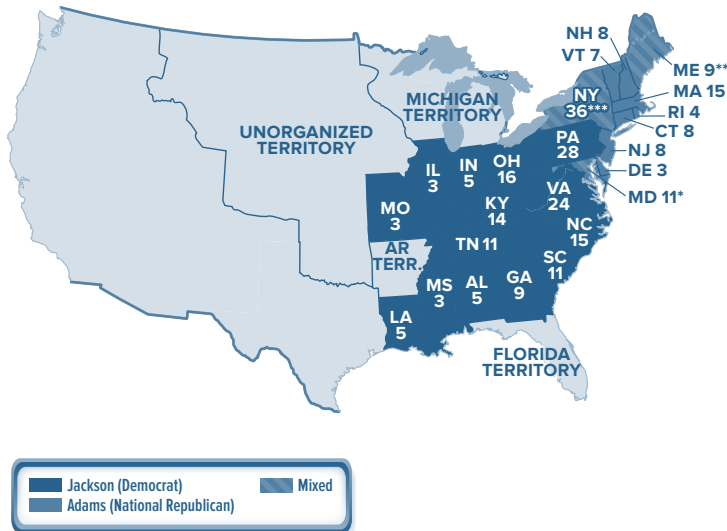
LESSON 1 SUMMARY, *continued*

ANALYZING MAPS

5. What role do you think John C. Calhoun played in Jackson's victory in 1828? Use information from the map in your answer.

6. **MAKING CONNECTIONS**
When Jackson promised "equal protection and equal benefits," to whom was he speaking? Who was he excluding? How do you know?

The Election of 1828



Jackson as President

Jackson had pulled himself up from poverty. He had fought heroically in war. As a result, he believed he could improve life for America as well. Jackson sought to expand voting rights and make government more democratic. These efforts were cornerstones of Jacksonian democracy.

Expanded Voting Rights

Early in America's history, voting rights were tightly restricted. Often only men who owned land and paid taxes could vote. As a result, much of the population was cut off from the political process. Jackson promised that people would now have "equal protection and equal benefits." Many of the states had already allowed factory workers, sharecroppers, and others who did not own land or pay taxes to vote. Jackson supported these freedoms. However, women, African Americans, and Native Americans still could not vote. These groups had almost no rights at all.

Making Government More Democratic

Jackson's supporters argued that common citizens could work government jobs. They opposed the federal **bureaucracy**. In a bureaucracy, nonelected federal officials carry out the laws.

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LESSON 1 SUMMARY, *continued*

Jackson decided to fire many federal workers. He then gave their jobs to the people who had backed his presidential campaign. The fired workers complained, but Jackson’s supporters replied, “To the victors belong the spoils.” The “spoils” are the benefits of victory. The practice of replacing government workers with the winner’s supporters came to be called the **spoils system**.

Before Jackson came to power, leaders within a political party chose candidates for office. Jackson replaced this method, called the **caucus system**, with **nominating conventions**. In the new system, each state would send representatives to choose the party’s candidate. This allowed many more people to participate in nominating candidates.

The Tariff Debate

The issue of tariffs once again revealed competing views about the role and power of the federal government. A **tariff** is a tax on imported goods. These taxes made European goods more expensive. Northern factory owners liked this. It meant Americans would buy American-made goods because they were cheaper. Southerners, on the other hand, opposed tariffs. The South’s economy relied on trade with Europe. They feared the tariffs would harm this trade.

When Congress passed a high tariff in 1828, the South was unhappy. In response, Vice President Calhoun said that states could refuse to follow a federal law that was against their interests. This policy was called **nullification**. President Jackson disagreed, arguing that nullification could tear the union apart.

In another conflict that featured the role of federal versus state powers, Jackson **vetoed** the 1830 Maysville Road bill. He argued that the road should not be built with federal money because it would only be in Kentucky. Jackson believed the federal government should support projects that helped the entire country, not individual states.

With Jackson’s urging, Congress in 1832 passed a bill that lowered the earlier tariff. The bill was not enough to satisfy Southerners who objected to such tariffs. In response, South Carolina passed the Nullification Act. The act stated that the tariff was illegal and South Carolina would not pay it. If the federal government interfered, South Carolina threatened to secede from the Union.

Jackson then asked Congress to pass the Force Bill. It would allow the army to enforce federal law. South Carolina agreed to the tariff, but they nullified the Force Bill.

7. CONTRASTING

Circle the word “positive” or “negative” to indicate what affect the tariff of 1828 would have had on the North and the South. Explain why on the lines below.

Northern Economy

positive **negative**

Southern Economy

positive **negative**

8. PREDICTING CONSEQUENCES

On a separate piece of paper, explain why the policy of nullification was dangerous to the United States. Use your knowledge of previous events in United States history and predict any possible consequences.

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LESSON 1 SUMMARY, *continued*



REVIEW LESSON 1

- Use the chart below to summarize and to explain the significance of the changes to American politics and government related to the Jackson era.

POLITICAL EVENTS/BELIEFS	SIGNIFICANCE
Election of 1824	
Election of 1828	
Voting Rights and Expanded Democracy	
Federal v. States' Rights and Nullification	

-  **CONSTRUCTING AN ARGUMENT** Consider the changes that Jacksonian democracy brought to the American political process. Using the information in your chart and the lesson, write an essay that answers the following questions: How did political rights and the election process improve for the American people during the Jackson era? Which changes in politics and government were less positive?

LESSON 2 SUMMARY

Conflicts Over Land

SS.8.A.4.1, SS.8.A.4.3, SS.8.A.4.4, SS.8.A.4.8, SS.8.A.4.13, SS.8.A.4.16, SS.8.A.4.17, SS.8.A.4.18

Removing Native Americans

During the 1800s, America continued to expand west. However, many Native American tribes stayed in the East. The Cherokee, Creek, Seminole, Chickasaw, and Choctaw had settled in the southeastern states. They were called the “Five Civilized Tribes” because their farming communities were like other American communities.

While Americans recognized the success of these tribes, they often did not respect their rights. Some whites desired the Native Americans’ land. They wanted the federal government to force the tribes to **relocate** from the East to the lands west of the Mississippi River.

Andrew Jackson supported Americans’ demands. When Jackson became president, he stated his plans for Native Americans. He wanted them to move to the Great Plains, an area where white Americans had no desire to live. If Native Americans moved there, some believed, conflicts with them would end.



This painting from the early 1800s shows a Seminole farming village.

1. IDENTIFYING POINTS

OF VIEW Why were the Cherokee, Creek, Seminole, Chickasaw, and Choctaw tribes designated as the “Five Civilized Tribes”? What does this indicate about American society’s definition of “civilized” at the time?

2. PREDICTING

CONSEQUENCES Find a map of the present-day United States and locate the Great Plains. Do you think Jackson’s plan to relocate Native Americans to this area would have the desired effect of ending conflict between Native Americans and whites? Why or why not?

LESSON 2 SUMMARY, *continued*

3. RECOGNIZING RELATIONSHIPS Why did the Cherokee Nation believe it could win its case in the United States Supreme Court?

The Cherokee Versus Georgia

In 1830, Jackson pushed Congress to pass the Indian Removal Act. The law stated that the United States government would pay Native Americans to relocate. In 1834, Congress set aside an area of land for Native Americans to move to. The area was named Indian Territory. This land was in the west, in present-day Oklahoma.

Although most tribes agreed to relocate, the Cherokee refused. The Cherokee were recognized as a separate nation according to treaties from the 1790s. They believed this gave them the right to stay on their lands. The state of Georgia disagreed. The state took the Cherokee’s land and began to enforce state laws there. The Cherokee challenged the state’s actions, and the matter was brought before the Supreme Court.

In *Worcester v. Georgia* (1832), the Court ruled that Georgia had to respect the rights of the Cherokee Nation. President Jackson, however, refused to abide by the Court’s ruling. He promised to force the Cherokee’s removal anyway.

4. MAKING CONNECTIONS What was the effect of the Supreme Court’s decision in *Worcester v. Georgia*? Explain your answer.

The Trail of Tears

In 1835, about 500 Cherokee signed a treaty with the federal government. According to the treaty, the Cherokee would give up all their land by 1838. Powerful Americans, including Henry Clay and Daniel Webster, spoke out against the treaty. So did Cherokee Chief John Ross. He argued that the small group who had signed did not represent all 17,000 Cherokee living in Georgia. His argument failed. In 1836, the United States Senate approved the treaty.

By the 1838 deadline, only about 2,000 Cherokee had relocated. President Martin Van Buren, Jackson’s successor, called in the army. General Winfield Scott, accompanied by 7,000 soldiers, arrived in Cherokee Nation in May of 1838. Over the next six months, Scott’s troops rounded up Cherokee in North Carolina, Georgia, Alabama, and Tennessee. They then began the forced march west to Indian Territory.

The march was a horrific ordeal. Thousands of Cherokee died from hunger and exposure to the weather. By the time the journey ended, about twenty-five percent of the Cherokee had died. This brutal march came to be called the Trail of Tears.

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LESSON 2 SUMMARY, *continued*



The Cherokee called their forced relocation the “Trail Where They Cried.” About one of every four Cherokee died.

Resistance and Removal

Like the Cherokee, the Seminole in Florida faced pressure in the 1830s to give up their land. Led by Chief Osceola, the Seminole refused. They became the only group to successfully resist forced relocation.

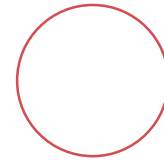
The Seminole Wars

In 1835, the federal government sent the army to Florida to force the Seminole off their land. Instead, the Seminole attacked first, defeating a force of federal troops. This became known as the Dade Massacre. The United States responded by ultimately sending 30,000 soldiers to fight the Seminole.

For the next seven years, about 3,000 Seminoles and African Americans called Black Seminoles continued to fight. The Black Seminoles had escaped slavery in Georgia and North Carolina. They did not want to move any more than the other Seminole did. Black Seminoles feared capture would mean a return to enslavement.

The war had a huge human and economic cost. The United States spent more than \$20 million in the fighting. Over 1,500 soldiers died. Many Seminole were killed or forced to move west. The war stopped in 1842 when most of the Seminole had relocated to Indian Territory. However, in 1855 war erupted again. By 1858, the remaining Seminole had escaped to the Everglades. Their descendants live there to this day.

5. CREATING A GRAPH Create a circle graph using the circle below to show the approximate percentage of Cherokee who survived the Trail of Tears. Label each segment of the circle graph appropriately.



- 6. SPECIFYING** For many years, the Seminole strongly resisted the U.S. government’s orders to leave their lands in Florida.
- How long did the first part of the war with the Seminole last?
 - What was the outcome?
 - Use the Internet or other sources to research the environment in the Everglades. Why do you think the surviving Seminole escaped to that part of Florida?

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LESSON 2 SUMMARY, *continued*

7. INFERRING Why do you think United States soldiers were needed to keep peace among the tribes in the new Indian Territory in the west?

Life in the West

By 1842, most Native Americans lived west of the Mississippi River. They lived on reservations spread across 32 million acres. Over the years, whites settled in these areas as well.

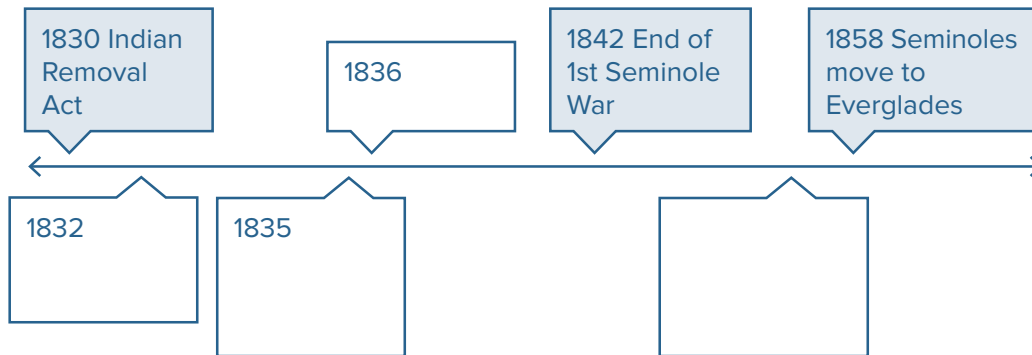
The Five Civilized Tribes settled in the eastern half of Indian Territory. Plains peoples, such as the Osage, Comanche, and Kiowa, had already claimed these lands. The United States army promised to maintain the peace and built forts in the area.

The Five Civilized Tribes brought their culture with them to the west. They built schools, set up government, and farmed the land. Still, the disputes between Native American groups over removal simmered for decades, dividing the tribes.



REVIEW LESSON 2

1. Complete the timeline below to describe the events related to Native American affairs during this period.



2. **SPECULATING** Consider what you know about the land and climate in the southeastern United States and the area where the Native Americans were forced to move. On a separate piece of paper, describe the differences between the two areas and explain how that might have impacted the Eastern Native American peoples who were moved. Use outside sources if necessary.

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LESSON 3 SUMMARY

Jackson and the Bank

SS.8.A.4.3, SS.8.A.4.8, SS.8.A.4.13, SS.8.A.4.16, SS.8.E.2.2 SS.8.A.1.2

Jackson's War Against the Bank

President Jackson had always disliked the Second Bank of the United States. It represented everything Jacksonian Democracy opposed. The Bank was established by Congress in 1816. It held the government's money and controlled the nation's money supply. The man who ran the bank was Nicholas Biddle. Unlike Jackson, who rose from poverty, Biddle came from a wealthy Philadelphia family.

The Bank was also a powerful institution. Its strict policies made it difficult for western settlers to obtain loans. Jackson believed that the bank purposely favored wealthy easterners and limited growth in the West.

The Bank and the Election of 1832

In the election of 1832, Henry Clay and Daniel Webster planned to use the Bank issue to defeat Jackson. Clay and Webster were friends of Biddle. They urged Biddle to apply early for a new government permit to run the bank, called a **charter**. They were hoping to bait Jackson into vetoing, or rejecting, the Bank.

The Supreme Court had already declared the Bank to be constitutional in *McCulloch v. Maryland* (1819). In addition, Webster and Clay thought the American people supported the Bank. Clay wanted to run for president in 1836. If Jackson rejected the bank, the two thought, the American people would reject Jackson.

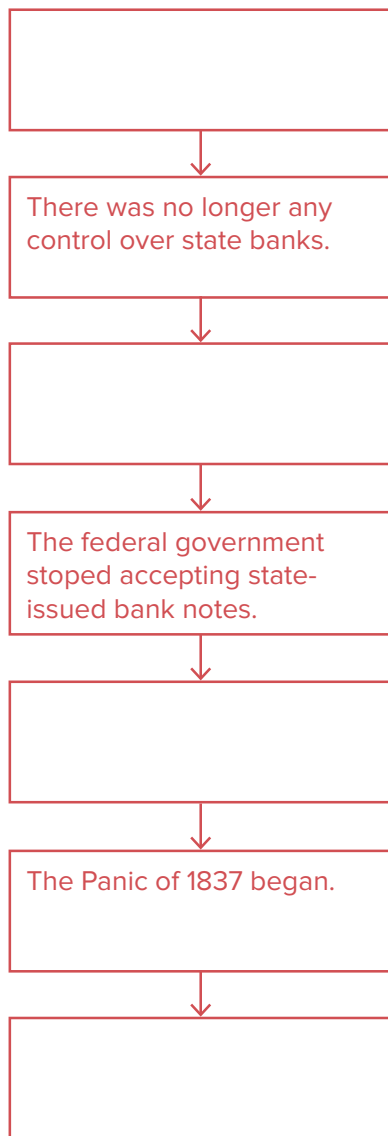
They were mistaken, however. Most people supported Jackson's veto. As a result, Jackson won reelection. With the support of the American people, Jackson sought to "kill" the Bank. He had all government deposits withdrawn from the Bank and put in smaller banks. Then in 1836, Jackson refused to sign the Bank's new charter. The Bank closed for good.

1. CONTRASTING Contrast the figures of Andrew Jackson and Nicholas Biddle. What did the two men's backgrounds have to do with the conflict over the Second Bank of the United States?

2. DRAWING CONCLUSIONS The common people showed their approval of Jackson's war on the bank by reelecting him. Why do you think were so many voters in favor of closing the Bank?

LESSON 3 SUMMARY, *continued*

3. DETERMINING CAUSE AND EFFECT Complete the organizer below to show the events related to the Panic of 1837.



The Panic of 1837

Jackson did not run for a third term in 1836. The Democrats selected Vice President Martin Van Buren as their candidate. Meanwhile, a new party called the Whigs had formed. The Whigs were made up of former National Republicans and other opponents of Jackson. The new party ran three candidates in the hopes of denying Van Buren a majority of votes. However, Jackson and the Democrats were too popular. Van Buren won the presidency.

Soon after Van Buren took office, the country sank into a financial panic. The panic was partly a result of the closure of the Bank of the United States. When the Bank closed, there was no longer any control over state banks. Some state banks started issuing too many banknotes. The government stopped accepting them as payment, fearing the notes had little value. This caused people to question the value of their banknotes. The result was the Panic of 1837.

The panic caused a **depression**, or severe economic downturn. The value of property declined. Farmers lost their land. As businesses closed, people lost their jobs. Many people could not afford food or rent.

President Van Buren favored a government policy called *laissez-faire*. This is the idea that the government should avoid interfering in the nation’s economy. Van Buren eventually did step in when he had Congress create a federal treasury. This helped prevent further bank crises, but much damage had already been done.

The whole ordeal put Van Buren’s political future in doubt. With the United States in an economic depression, Van Buren faced criticism from all sides. The Whigs felt they had a shot to win back the presidency in the upcoming 1840 election.

The Whigs in Power

In 1840, Democrats had held the White House for 12 years, but the Whigs were confident. They united behind their candidate, William Henry Harrison. Like Jackson, Harrison had fought in the War of 1812.

The Log Cabin Campaign

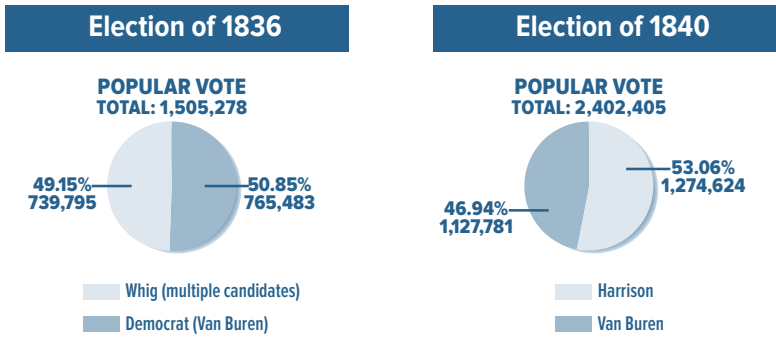
William Henry Harrison was famous for his victory at the Battle of Tippecanoe in 1811. His running mate was a planter from Virginia named John Tyler. The Whigs’ campaign slogan was “Tippecanoe and Tyler Too.”

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LESSON 3 SUMMARY, *continued*

Unlike Andrew Jackson, Harrison was a wealthy Ohioan. Nevertheless, the Whigs portrayed Harrison as a common man of the people. Democrats criticized this. They said Harrison was only good for sitting in front of a log cabin and collecting a military pension. The Whigs turned this around and used the log cabin as the symbol of their campaign.

At the same time, they portrayed Van Buren as a wealthy snob. They claimed Van Buren had wasted taxpayers' money on expensive White House furniture. These tactics and the effects of the depression appeared to help the Whigs. Harrison won the election and became the first Whig president.



The election of 1840 set a record for the number of people casting ballots. Harrison won by a wide margin.

On inauguration day, Harrison ignored the bitterly cold weather. He delivered his lengthy speech without a coat or hat. As a result, Harrison became ill and died of pneumonia 32 days later. John Tyler, only 50 years old, was now president.

John Tyler's Presidency

John Tyler's unexpected rise to power was a disaster for the Whigs. The Whigs had put the Virginia planter on the ballot so the Whigs could attract southern votes. However, Tyler had once been a Democrat. He opposed many Whig policies.

President Tyler vetoed bills the Whigs tried to pass through Congress. He vetoed the charter for the Bank of the United States not once, but twice. Whig leaders were outraged. Most of them resigned from his cabinet. The Whigs even kicked Tyler out of the party.

4. CITING TEXT EVIDENCE

Why did the Whig party believe William Henry Harrison would be a good candidate to defeat Van Buren?

5. MAKING CONNECTIONS

Recall that in 1840, the economy was in a depression and many people faced hardship. Based on the results of the election in 1840, how do you think the depression may have affected the election's outcome?

6. COMPARING In what ways was John Tyler similar to Jackson?

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LESSON 3 SUMMARY, *continued*

7. MAKING CONNECTIONS

From 1836 to 1848, in what ways was the Whig Party divided? What was the consequence of these divisions?

In 1842, Tyler successfully negotiated the Webster-Ashburton Treaty with Great Britain. The treaty settled a long-standing dispute over the U.S.-Canadian border. This was the biggest achievement of Tyler’s presidency.

The only thing the Whigs seemed to be able to agree on was opposing Tyler. Whigs stopped being loyal to the party. They voted by region instead. This division may explain Henry Clay’s loss to Democrat James Polk in the 1844 presidential election.


The Whigs elected Zachary Taylor in 1848. Just like Harrison, Taylor died in office. He was the last Whig president. By this time, the Whigs had become divided over the issue of slavery. In the 1850s, many Northern Whigs left the party. They formed the Republican Party that still exists today.

LESSON 3 SUMMARY, *continued*

REVIEW LESSON 3

1. This lesson covers many different political leaders from a period of great political change. Complete the chart below to identify those leaders and explain their significance.

POLITICAL FIGURE	SIGNIFICANCE
	President, opposed the Second National Bank
	powerful Whig member, tried to keep Second National Bank open, ran for president in 1844.
Daniel Webster	powerful Whig member, persuaded Nicholas Biddle to apply early for Bank charter
	president during Panic of 1837, favored <i>laissez-faire</i>
William Henry Harrison	
	succeeded Harrison, kicked out of Whig party for his actions

2.  **EXPLAINING** On a separate piece of paper, explain how the Whigs' political efforts often backfired. Consider such examples as the charter of the Bank of the United States and the choice of John Tyler as Harrison's running mate. How did these missteps affect the Whig Party's ability to pass the laws it wanted?



Benchmark Skill Activities

DIRECTIONS: Write your answers on a separate sheet of paper.

SS.8.A.4.8, SS.8.A.4.16, SS.8.C.1.4, SS.8.E.2.2, LAFS.68.RH.1.1, LAFS.68.WHST.2.4

1. DETERMINING CAUSE AND EFFECT

Use your **FOLDABLES** to write an essay. In your essay answer the following question: How did Andrew Jackson influence American politics between the years 1828 and 1844? Use terms, names, and events from the information on your Foldable in your essay.

SS.8.A.4.1, SS.8.A.4.3, SS.8.A.4.4, LAFS.68.WHST.4.10

2. MAKING CONNECTIONS

Write an essay explaining how conflict over land between different groups of people in the United States between 1835 and the 1840s affected the migration and settlement of these groups.

SS.8.A.4.4, SS.8.A.4.13, LAFS.68.RH.1.1, LAFS.68.WHST.3.8

3. DETERMINING CAUSE AND EFFECT

The Supreme Court decided several landmark cases in the early 1800s. Use information from this chapter and from reliable outside sources to explain how the following three cases did or did not influence events in the 1800s: a) *McCulloch v. Maryland* (1819), b) *Cherokee Nation v. Georgia* (1831), and c) *Worcester v. Georgia* (1832). Support your explanation with examples from the era.

BENCHMARK SKILLS ACTIVITIES, *continued*

SS.8.A.4.4, SS.8.A.4.17, SS.8.A.4.18, LAFS.68.WHST.4.10

4. SUMMARIZING

Describe the opponents, the goals, the course, and the outcome of the Seminole Wars.

LAFS.68.WHST.3.8, LAFS.68.WHST.3.9, SS.8.A.4.16

5. MAKING CONNECTIONS

Complete the graphic organizer to review the impacts of the key points of Jacksonian Democracy, and then write a description of the changes that occurred in the American political system as a result of Jackson's influences. Use other reliable sources as needed.

Jackson's Belief	Actions as President	Change to American Politics and Policies
Common citizens can run the government.		
Common citizens should have more say in choosing presidential candidates.	Jackson replaced the old caucus system with nominating conventions.	
The idea of nullification was dangerous for the United States.		
The Second Bank of the United States unfairly favored wealthy easterners and limited western growth.		The Bank closed. This helped cause a financial panic and economic depression, necessitating the creation of a national treasury.



Benchmark Note Cards

DIRECTIONS: Use these note cards to help you prepare for the test.

SS.8.A.4.1 Examine the causes, course, and consequences of United States westward expansion and its growing diplomatic assertiveness.

THE TRAIL OF TEARS

The **Trail of Tears** was the forced removal and the march of most members of the Cherokee Nation from the southeastern United States to lands west of the Mississippi River. In spite of the Supreme Court ruling that Georgia was required to respect the Cherokee Nation's sovereignty, Andrew Jackson enforced the Indian Removal Act of 1830. The government forced the people of the Cherokee Nation to march to lands west of the Mississippi. Approximately one quarter of the Native Americans died due to harsh conditions on this march.

SS.8.A.4.3 Examine the experiences and perspective of significant individuals and groups during this era of American history.

NATIVE AMERICAN AND OTHER MINORITY GROUPS

- The Cherokee Nation was a group of Native Americans who made treaties with the United States. They wanted to stay on their ancestral lands in the Southeast and asked for help from the Supreme Court. Jackson ignored the Court's order to respect the treaties and removed them to western lands in the forced migration known as the Trail of Tears.
- The Five Civilized Tribes were the Cherokee, Creek, Seminole, Chickasaw, and Choctaw. These five groups adopted many European traits and tried to live in peace. They were believed to be "more civilized" than other groups of Native Americans. They were forced to relocate to the western lands.
- The Seminole Indians were the only group that was partially successful in staying in the Southeast against the government's wishes. They moved into the Everglades, where some of their descendants live today.
- The Black Seminoles were African Americans who lived in the same area as the Seminoles. They were likely escaped slaves or freed blacks who believed they were safer with the Seminoles than in white society. They fought on the side of the Seminole Indians in the Seminole Wars.

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BENCHMARK NOTE CARDS, *continued*

SS.8.A.4.4 Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations.

LIFE AFTER THE TRAIL OF TEARS

- The Five Civilized Tribes tried to set up their homes in the same way as they had in the Southeast, starting farms and building schools.
- Other Native American groups were displaced by their arrival.
- There was friction between the two groups.
- The United States posted soldiers in the area to keep the peace.

SS.8.A.4.8 Describe the influence of individuals on social and political developments of this era in American History.

THE ELECTION OF 1824

- Democratic Republican candidate William H. Crawford vs. favorite sons Andrew Jackson, Henry Clay and John Quincy Adams
- Jackson got a plurality of the vote. The other 3 candidates split the rest.
- No candidate got a majority, so the choice moved to the House of Representatives.
- Adams made a deal with Clay to secure the presidency, angering Jackson's supporters.

JOHN QUINCY ADAMS AS PRESIDENT

- president 1825–1828
- supported laws to improve roadways and waterways
- favored industrial growth

THE ELECTION OF 1828

- Democratic Republican Party split into Democrats (supported states' rights) and National Republicans (supported strong federal government)
- Jackson elected
- federal jobs given to supporters (spoils system)

BENCHMARK NOTE CARDS, *continued*

SS.8.A.4.8 Describe the influence of individuals on social and political developments of this era in American History.

JACKSON'S ACTIONS AND CONTRIBUTIONS

- Jackson held office from 1829–1836.
- Jackson signed the Force Bill, which allowed the military to enforce federal law.
- Jackson ignored Supreme Court decisions and removed Native Americans from the Southeast.
- Jackson closed the Second National Bank.

MARTIN VAN BUREN AS PRESIDENT

- president during Panic of 1837
- *laissez-faire* policies (hands-off governing style)
- created federal treasury
- positive impact on financial crisis
- controversy over solution to financial crisis split Democratic Party; Whigs won next election
- sent army to remove Cherokee in 1838, resulting in Trail of Tears

ELECTION OF 1840

- Log Cabin Campaign—attempted to make Harrison seem like a simple frontiersman, similar to Jackson
- William Henry Harrison first Whig president; died after 32 days in office
- Harrison succeeded by John Tyler

JOHN TYLER AS PRESIDENT

- angered Daniel Webster and Henry Clay by ignoring their wishes
- did not sign charter for National Bank
- kicked out of Whig Party
- signed the Webster-Ashburton Treaty, establishing U.S.-Canadian border.

BENCHMARK NOTE CARDS, *continued*

SS.8.A.4.8 Describe the influence of individuals on social and political developments of this era in American History.

ELECTIONS OF 1844 AND 1848

1844:

- Democrat James Polk elected
- Whigs supported Henry Clay but did not have the power to get him elected

1848:

- Whig Zachary Taylor elected, died in office
- after 1848, Whig Party divided over slavery
- Whigs in northern states formed Republican Party, which is active today.

SS.8.A.4.13 Explain the consequences of landmark Supreme Court decisions significant to this era of American History.

KEY SUPREME COURT DECISIONS

McCulloch v. Maryland (1819)

- The Supreme Court decided the National Bank was constitutional.
- Jackson ignored this ruling and closed the Bank.
- Closing the Bank was one cause of the Panic of 1837.

Worcester v. Georgia (1832)

- The Court ruled Georgia had to respect the rights of the Cherokee Nation.
- Jackson ignored the ruling and forced Native Americans to leave, resulting in the Trail of Tears.

BENCHMARK NOTE CARDS, *continued*

SS.8.A.4.16 Identify key ideas and influences of Jacksonian democracy.

KEY IDEAS OF JACKSONIAN DEMOCRACY

Common men should have more access to the political process.

- supported expanded voting rights
- end of caucus system where party leaders chose candidates for office
- beginning of nominating conventions, where people voted for candidates

Common men could work federal jobs.

- appointed supporters to political positions
- beginning of “spoils system”

Disagreed with the idea of nullification.

- believed states could not overrule federal law
- signed Force Bill into law
- military could now enforce federal law

SS.8.A.4.17 Examine key events and peoples in Florida history as each impacts this era of American History.

THE SEMINOLE WARS

First War, 1835–1842:

- Costs for the U.S. government were \$20 million.
- Most Seminole relocated west.

Second War, 1855–1858:

- The remaining Seminole settled in the Everglades.
- Their descendants live there today.

BENCHMARK NOTE CARDS, *continued*

SS.8.A.4.18 Examine the experiences and perspectives of different ethnic, national, and religious groups in Florida, explaining their contribution to Florida's and America's society and culture during the Territorial Period.

THE SEMINOLE

- Seminole lived in Florida; only tribe to ultimately keep some land in Florida
- Black Seminoles: African Americans, often escaped slaves; lived with and fought alongside the Seminole
- One of the "Five Civilized Tribes"

SS.8.C.1.4 Identify the evolving forms of civic and political participation from the colonial period through Reconstruction.

JACKSON AND POLITICAL PARTICIPATION

Jacksonian Democracy increased political participation for lower and middle class citizens in the United States. Tradesmen, farmers, and other common people were granted the right to vote and encouraged to run for office. Jackson believed that common people should be represented in government, not just the wealthy and the powerful.

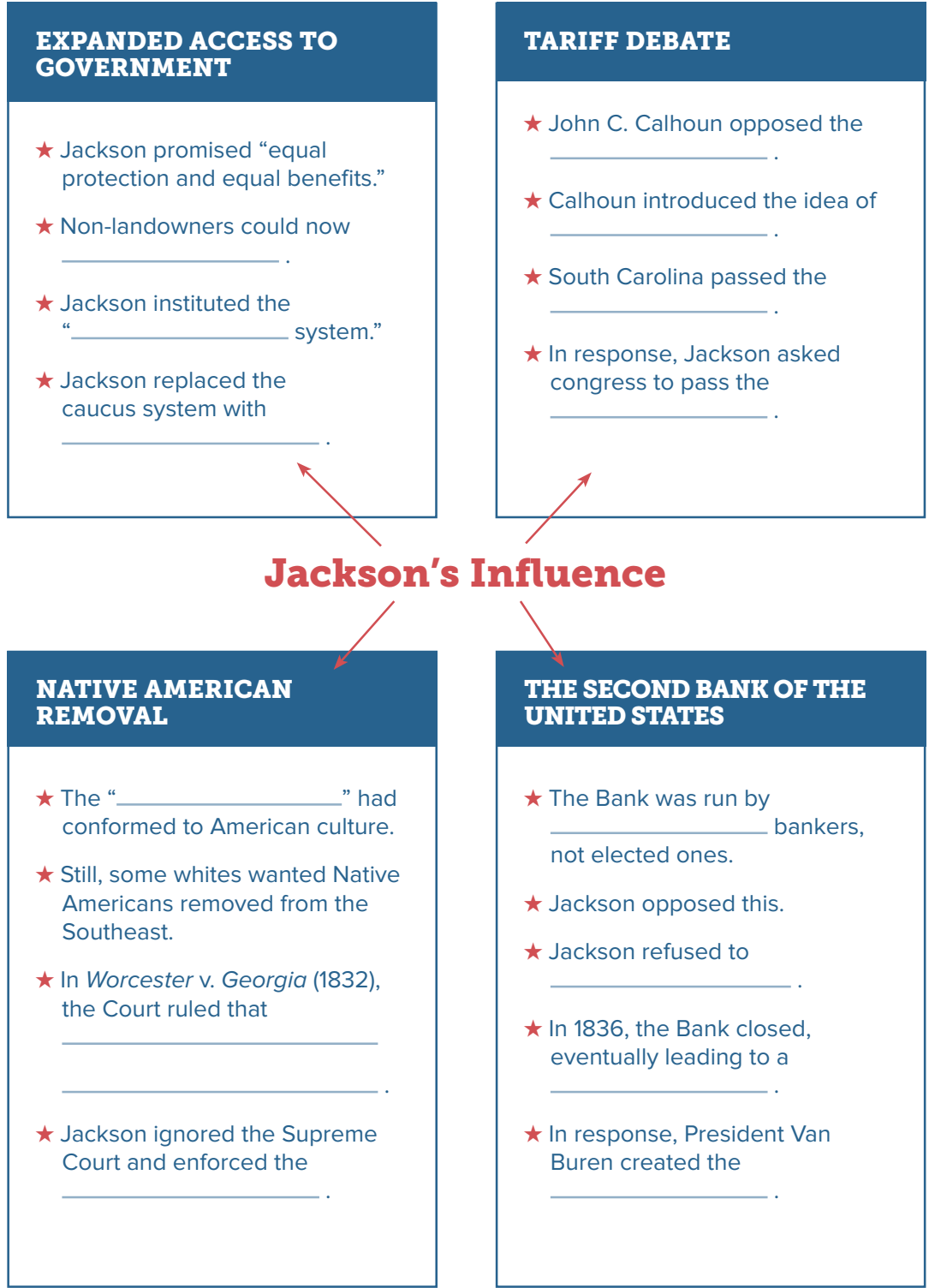
SS.8.E.2.2 Explain the economic impact of government policies.

JACKSON AND VAN BUREN AND THE ECONOMY

- President Jackson closed the National Bank, which contributed to the Panic of 1837.
- President Jackson supported a lower tariff, which helped the businessmen of the Southern states but increased competition for Northern manufacturers.
- President Van Buren created a federal treasury, which helped stabilize the economy after the Panic of 1837.

VISUAL SUMMARY

DIRECTIONS: Complete the following graphic organizer.



USING PRIMARY SOURCES

DIRECTIONS: Write your answers on a separate sheet of paper.

INTERPRETING Look carefully at the political cartoon of Andrew Jackson. Write a short essay interpreting what the cartoonist is trying to say about Jackson. Be sure to explain why Jackson is depicted as a king and the significance of other key aspects of the cartoon, such as what Jackson is holding and what he is standing on. Include details about Jackson's presidency to support your interpretation.





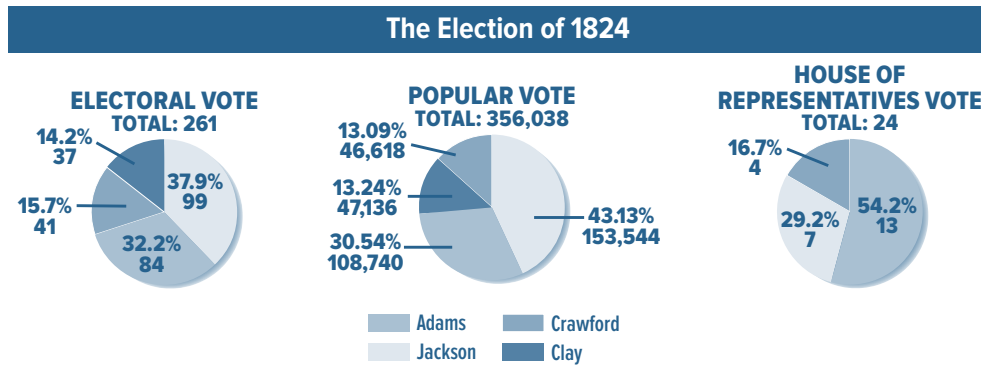
Chapter Practice Test

DIRECTIONS: Circle the best answer for each question.

1

SS.8.A.4.8 (Moderate)

Compare the three circle graphs showing the results of the 1824 election.



How was the result of the House of Representatives vote different from the popular and electoral votes?

- A** Clay improved his showing in the popular vote by exactly one percent in the House vote.
- B** Adams received the most votes in the House, but Jackson received the most popular and electoral votes.
- C** Jackson received a larger percentage in the House vote than he did in the popular and electoral votes.
- D** The popular and electoral votes featured four different parties, but the House vote featured two.

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2

SS.8.A.4.1 (Moderate)

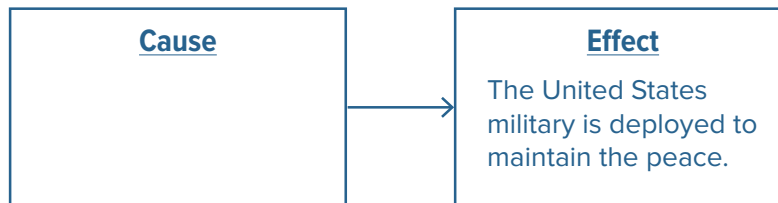
Many groups of Native Americans were relocated from the American Southeast to the lands west of the Mississippi River between 1820 and 1840. Which statement accurately reflects the events of this era?

- A Some Native Americans moved voluntarily, the Cherokee were forced to relocate, and the Seminole fought in wars to keep their land.
- B The Supreme Court ruled the Cherokee had the right to stay, but the rest of the Five Civilized Tribes fought in wars to keep their land.
- C The Cherokee moved voluntarily, the Seminoles were forced to relocate, and the rest of the Five Civilized Tribes fought in wars to keep their land.
- D Most of the Seminoles moved voluntarily, the majority of the Five Civilized Tribes were forced to relocate, and the Cherokee fought in wars to keep their land.

3

SS.8.A.4.3 (Moderate)

Which event completes the chart?



- A South Carolina threatens to secede over the tariff issue.
- B The Five Civilized Tribes settle in the eastern half of Indian Territory.
- C The Panic of 1837 causes an economic depression.
- D The state of Georgia seizes Cherokee land and enforces state law there.



Chapter Practice Test, *continued*

4

8.E.2.2 (Moderate)

Which of Andrew Jackson's actions was related to his belief that wealthy northeasterners were being favored over western settlers?

- A enforcement of the Indian Removal Act
- B signing of the Force Bill
- C veto of the Maysville Road bill
- D rejection of the National Bank's charter

5

SS.8.A.1.2 (High)



Examine this political cartoon about Andrew Jackson. Which of Jackson's actions as president may have led to this portrayal?

- A Jackson's support for *Worcester v. Georgia*
- B Jackson's support of the Nullification Act
- C Jackson's encouragement of greater political power for the common people
- D Jackson's closing of the National Bank



6

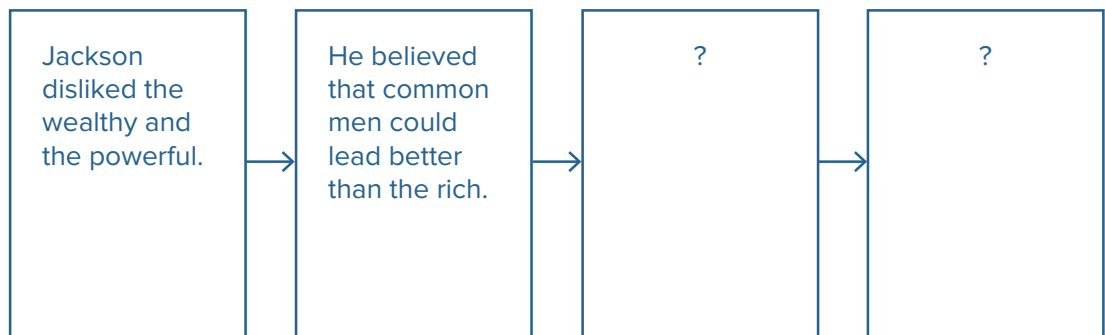
SS.8.C.1.4 (Moderate)

What change to the American political system was prompted by Jacksonian Democracy?

- A Common people had greater voice in selecting candidates due to the implementation of nominating conventions.
- B Common people became more likely to run for office because of the increased number of candidates permitted to compete.
- C Common people had more impact on elections because the House of Representatives no longer chose the president.
- D Common people participated in elections in greater numbers because women and African Americans were given the right to vote.

7

SS.8.A.4.16 (Moderate)



Which selection correctly completes the last two boxes of the graphic organizer?

- A Jackson supported the industrialists of New England; Jackson opposed high tariffs.
- B Jackson eliminated the caucus system; Jackson started the nominating convention system.
- C Jackson opposed the Nullification Act; Jackson supported the Force Bill to strengthen the federal government.
- D Jackson fired wealthy appointed officials; Jackson appointed his supporters to assist with government in the spoils system.



8

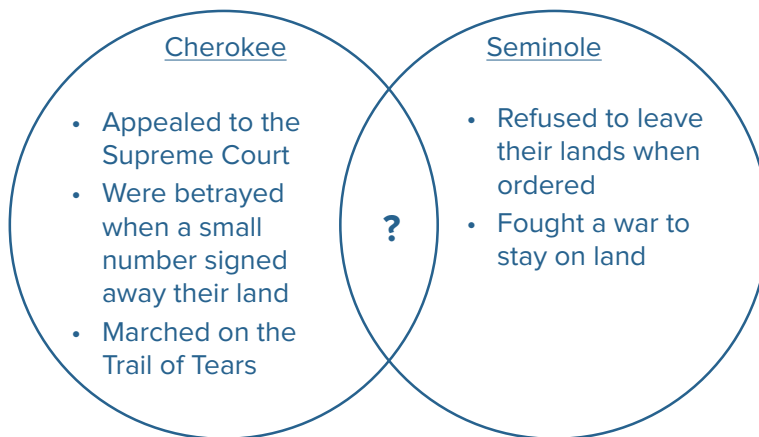
SS.8.S.4.13 (Moderate)

What was the impact of the Supreme Court decision in *Worcester v. Georgia*?

- A The Supreme Court said Georgia had the right to break its treaty with the Cherokee Nation, so the state took their land.
- B The Supreme Court said the Cherokee Nation was a separate people, so the government allowed them to stay on their land.
- C The Supreme Court said the Cherokee Nation had to move west, so the federal government sent the army to force them to move.
- D The Supreme Court said Georgia had to respect the rights of the Cherokee Nation, but the government ignored the ruling and removed them from their land.

9

SS.8.A.4.4 (Moderate)



What common experience of the two Native American groups completes the Venn diagram?

- A They had help from escaped slaves.
- B Most died rather than give up their land.
- C Most ended up moving west of the Mississippi.
- D They adopted customs of the Native Americans in the west.



Chapter Practice Test, *continued*

10

SS.8.A.4.8 (High)

Which of the following were factors in the outcome of the election of 1840?

- A** Jackson's popularity and the economic depression
- B** the Panic of 1837 and the Indian Removal Act
- C** the Indian Removal Act and Whig campaign tactics
- D** Whig campaign tactics and the economic depression