

2 Jackson and Reform

TERMS & NAMES

Jacksonian
democracy
Indian Removal Act
Trail of Tears
nullification
cotton gin
Frederick Douglass
abolition
Seneca Falls
Convention

MAIN IDEA

Democracy expanded and reform movements changed American society in the early 1800s.

WHY IT MATTERS NOW

Many reforms of the period still influence democratic institutions in the United States today.

ONE AMERICAN'S STORY

Margaret Bayard Smith was 22 years old when she married and moved to Washington, D.C., in 1800. For the next 40 years, she and her husband, a government official, were central figures in the political and social life of Washington. They entertained presidents from Thomas Jefferson to Andrew Jackson.

Smith wrote about life in Washington. In 1824, she described how John Quincy Adams reacted to his election as president.

A VOICE FROM THE PAST

When the news of his election was communicated to Mr. Adams by the Committee . . . the sweat rolled down his face—he shook from head to foot and was so agitated that he could scarcely stand or speak.

Margaret Bayard Smith, *The First Forty Years of Washington Society*

Adams had reason to be shaken by his election. It had been hotly contested, and he knew that he would face much opposition as he tried to govern. In this section, you will learn how Adams defeated Andrew Jackson in 1824, only to lose to him four years later.

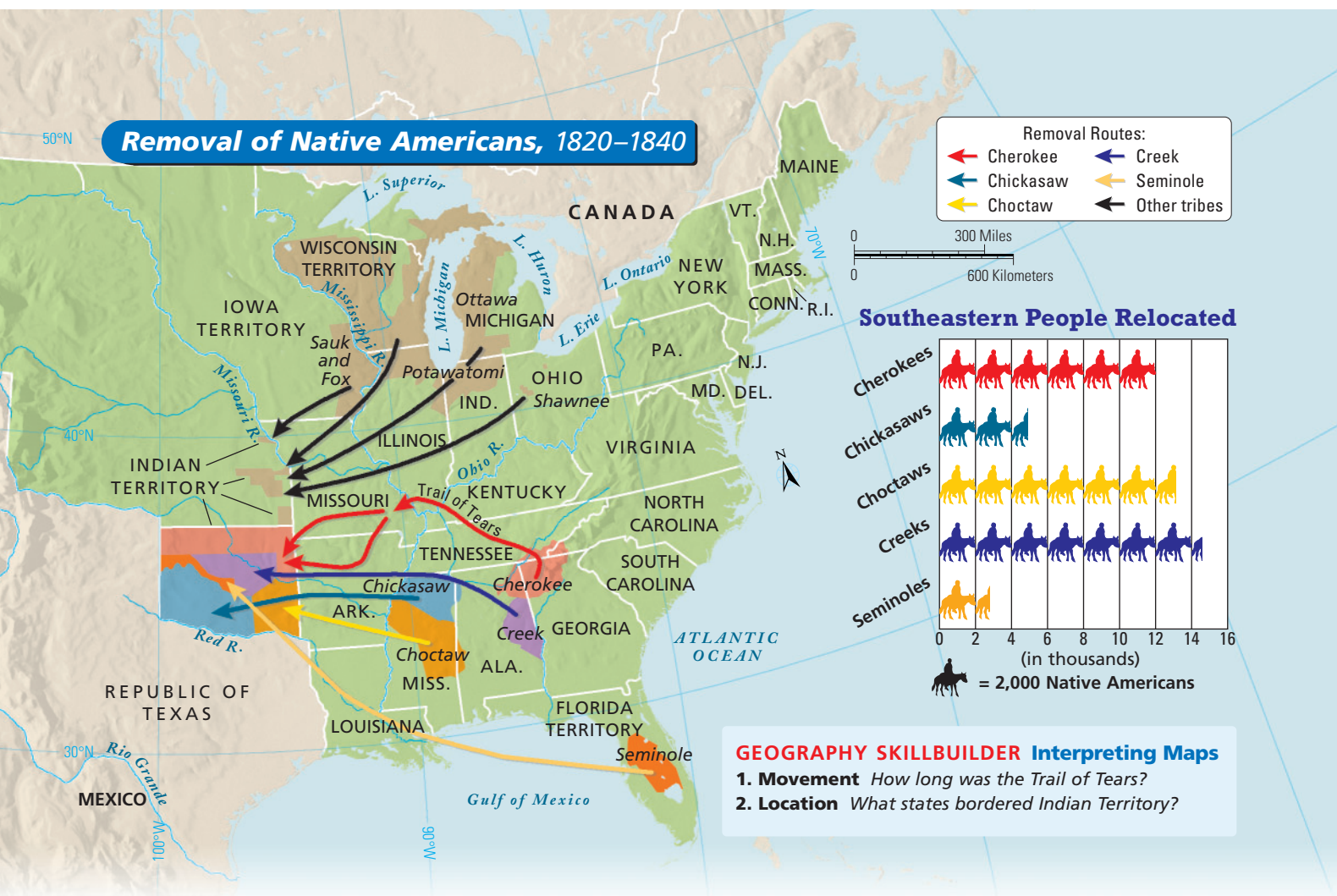


Margaret Bayard Smith wrote about life in the nation's capital in the first half of the 19th century.

Jackson Takes Office

In the election of 1824, Jackson won more votes than any other candidate. He did not, however, get a majority of electoral votes. According to the Constitution, the House of Representatives had to choose the president, and it chose John Quincy Adams.

Charging that the presidency had been stolen from him, Jackson waged a tough campaign for the 1828 election. He claimed that Adams represented wealthy Easterners, while he stood for the common man. He pledged to extend power to more of the people. This idea became known as **Jacksonian democracy**. After winning a resounding victory, Jackson set out to reform government to reflect his ideas of democracy. As a first step, he appointed many of his supporters to official positions.



Jackson's Native American Policy

ReadingHistory

A. Forming and Supporting Opinions

Did the government have a right to relocate Native Americans? Why or why not?

One of the most important issues Jackson faced as president was the place of Native Americans in the United States. Many Native Americans still lived east of the Mississippi River, particularly in the Southeast. White settlers wanted their land, and tensions grew. The discovery of gold on Cherokee lands in Georgia fueled demands by many white Americans to move Native Americans westward.

Jackson favored government controls over Native Americans. He regarded them as conquered subjects with limited rights. In 1830, he signed the **Indian Removal Act**, which called for the government to negotiate treaties that would require Native Americans to move west.

Most Southeast tribes signed the treaties and relocated to Indian Territory, an area covering modern-day Oklahoma and parts of Kansas and Nebraska. But many Cherokees refused to move. They were rounded up and forcibly marched west in the winter of 1838–1839. This harsh journey, in which one-fourth of the marchers died, became known as the **Trail of Tears**.

Some Native Americans fought back. Seminoles battled U.S. troops in Florida for years, while tribes in the Ohio Valley rose up in the Black Hawk War. Eventually, though, the government subdued Native American resistance east of the Mississippi River.

The Nullification Crisis

In addition to growing tensions between Native Americans and white Americans, Jackson also faced tensions among the different sections of the nation. Sectional tensions had previously emerged over the issue of slavery. In 1819, Missouri had applied for statehood as a slave state. This application threatened to overturn the balance between slave states and free states in the Union. In the Missouri Compromise of 1820, Congress maintained the balance by admitting Missouri as a slave state and Maine as a free state. But this agreement did not end sectional conflict.

By the time Jackson took office in 1829, another sectional dispute was brewing. A tariff passed in 1828 raised the cost of manufactured imports. Southerners were angry about this tariff because the South, an agricultural region, depended on imported products more than the North did.

In 1830, Jackson's vice-president, John C. Calhoun of South Carolina, announced that his state would not pay the tariff. He claimed that states had a right to nullify, or reject, laws they believed were unconstitutional. This idea was called the doctrine of **nullification**.

Southern support for nullification prompted a debate over states' rights, and some Southern states threatened to leave the Union. In 1833, the issue was temporarily resolved with the passage of a new tariff law. But the issue of states' rights would not go away.

ReadingHistory

B. Analyzing

Causes Why was the South more dependent on imports than the North?

daily life

SPIRITUALS

Singing spirituals offered comfort for pain, bound people together at religious meetings, and eased the boredom of daily tasks. This verse came from a spiritual sung by slaves in Missouri.

*Dear Lord, dear lord, when slavery'll cease
Then we poor souls will have our peace;—
There's a better day a coming,
Will you go along with me?
There's a better day a coming,
Go sound the jubilee!*

The Expansion of Slavery

Tariffs, however, were not at the heart of sectional tensions. Slavery was. The Southern economy depended on slave labor. In 1793, the invention of the **cotton gin**—a machine that cleaned cotton—stimulated a boom in cotton production. Before long, cotton plantations and slavery were expanding westward.

Most cotton was grown on large plantations that had many slaves. But even whites who were small farmers with no slaves still supported slavery. They hoped that they, too, would someday become plantation owners and slaveholders themselves.

Enslaved African Americans made up about one-third of the South's population in 1840. Some worked as domestic servants or factory hands. Most, however, performed back-breaking labor in the fields.

To survive the brutal conditions of plantation life, African Americans relied on the strength of their emerging culture. This culture featured strong religious convictions and music. Family bonds were also very important, but the slave system often separated



families, including children from their parents. **Frederick Douglass** recalled his experience of slavery.

A VOICE FROM THE PAST

I do not recollect of [remember] ever seeing my mother by the light of day. She was with me in the night. She would lie down with me, and get me to sleep, but long before I waked she was gone.

Frederick Douglass, *Narrative of the Life of Frederick Douglass*

ReadingHistory

C. Recognizing Effects What effects did slavery have on enslaved people?

Douglass later resisted slavery by running away to the North. Other enslaved people resisted slavery with violence. Over the years, numerous slave rebellions erupted across the South. Fearful whites responded by placing even harsher controls on the slave population.

Reform Movements

The evils of slavery gave rise to the movement to end slavery, called **abolition**. It began in the late 1700s. By 1804, most Northern states had abolished slavery. Abolitionists then began to push for a law ending slavery in the South.

Free blacks, such as Frederick Douglass and Sojourner Truth, were prominent abolitionists. Both Douglass and Truth were former slaves. Douglass published an antislavery paper, the *North Star*, and was a powerful speaker. Truth was also a powerful speaker who drew huge crowds to hear her. Perhaps the most famous abolitionist was William Lloyd Garrison, a white Northerner. He published an abolitionist newspaper, *The Liberator*.

Reformers' Hall of Fame

William Lloyd Garrison

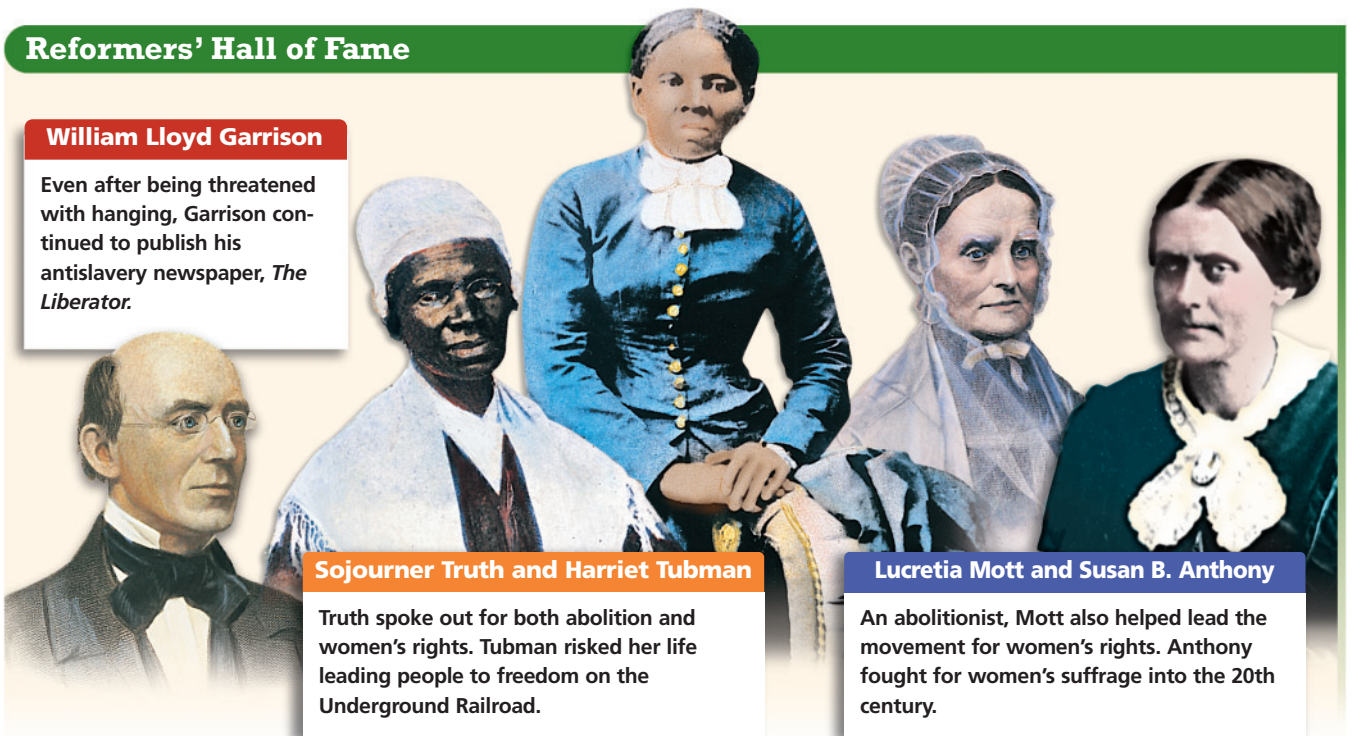
Even after being threatened with hanging, Garrison continued to publish his antislavery newspaper, *The Liberator*.

Sojourner Truth and Harriet Tubman

Truth spoke out for both abolition and women's rights. Tubman risked her life leading people to freedom on the Underground Railroad.

Lucretia Mott and Susan B. Anthony

An abolitionist, Mott also helped lead the movement for women's rights. Anthony fought for women's suffrage into the 20th century.



AMERICA'S HISTORY MAKERS



ELIZABETH CADY STANTON
1815–1902

Elizabeth Cady Stanton's first memory was the birth of a sister when she was four. So many people said, "What a pity it is she's a girl!" that Stanton felt sorry for the new baby. She later wrote, "I did not understand at that time that girls were considered an inferior order of beings."

When Stanton was 11, her only brother died. Her father said, "Oh, my daughter, I wish you were a boy!" That sealed Stanton's determination to prove that girls were just as important as boys.

How did Stanton's childhood experiences motivate her to help other people besides herself?

Other abolitionists helped slaves escape to freedom. They developed the Underground Railroad—a series of escape routes from the South to the North. Runaway slaves traveled by night and hid by day. The people who led them to freedom were called conductors. One of the most famous conductors was an escaped slave named Harriet Tubman. Tubman made 19 dangerous journeys to free enslaved persons.

Abolition helped give rise to the struggle for women's rights. In 1840, two abolitionists—Lucretia Mott and Elizabeth Cady Stanton—traveled to an antislavery conference in London. When they arrived, they were told that women would not be allowed to speak at the convention. This experience convinced them to fight for women's rights.

In the 1800s, women enjoyed few legal or political rights. They could not vote, sit on juries, or hold public office. In 1848, Mott and Stanton organized a women's rights convention in Seneca Falls, New York. The **Seneca Falls Convention** published a declaration calling for equality and basic rights for women.

Other women also joined the struggle. Susan B. Anthony was a skilled organizer who built the women's movement into a national organization. Her efforts helped produce laws that gave married women the right to own property.

The early 1800s also saw reform efforts in other areas. Reformers fought for workers' rights and a public education system. They also worked to improve conditions for the needy. These reform movements laid the foundation for many traits of modern American society.

ReadingHistory

D. Forming and Supporting Opinions Why do you think women were denied equal rights? Are they still?

Section 2 Assessment

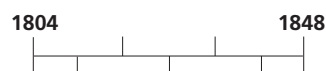
1. Terms & Names

Explain the significance of:

- Jacksonian democracy
- Indian Removal Act
- Trail of Tears
- nullification
- cotton gin
- Frederick Douglass
- abolition
- Seneca Falls Convention

2. Taking Notes

On a time line like the one below, record significant events covered in this section.



3. Main Ideas

- What was Andrew Jackson's policy toward Native Americans?
- Why did slavery expand in the South?
- What did abolitionists do to fight slavery?

4. Critical Thinking

Drawing Conclusions

Why did the idea of nullification provoke a crisis?

THINK ABOUT

- what Southern states were demanding
- what those demands meant for the Union

ACTIVITY OPTIONS

TECHNOLOGY

DRAMA

With a partner, act out a meeting between two of the people discussed in this section. **Videotape** their conversation or **perform** it for the class.