The Jackson Era

Lesson 1 Jacksonian Democracy

ESSENTIAL QUESTION

What are the characteristics of a leader?

GUIDING QUESTIONS

- 1. What new ways of campaigning appeared during the elections of 1824 and 1828?
- 2. How did Andrew Jackson make the American political system more democratic?
- 3. How did a fight over tariffs become a debate about states' rights versus federal rights?

Terms to Know

favorite son a candidate for national office who has support mostly from his home state

plurality the largest number of something, but less than a majority

majority greater than half of a total number of something

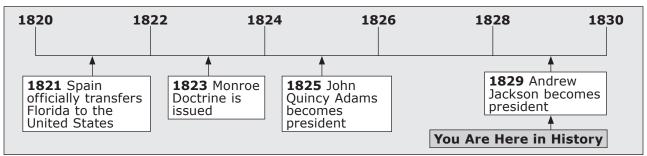
mudslinging a method in election campaigns that uses gossip and lies to make an opponent look bad

bureaucracy a system of government in which specialized tasks are carried out by appointed officials rather than by elected ones

spoils system practice of handing out government jobs to supporters; replacing government employees with the winning candidate's supporters

nominating convention a meeting in which representative members of a political party choose candidates to run for important elected offices

When did it happen?



What do you know?

In the first column, answer the questions based on what you know before you study. After this lesson, complete the last column.

| Now | | Later |
|-----|---|-------|
| | How many strong political parties were there in the 1824 presidential election? | |
| | What area of the country favored higher tariffs and what area opposed them? | |



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New Parties Emerge

Early political groups became political parties. The parties and their views changed over time. From 1816 to 1824, the Democratic-Republican party was the only major political party.

The four candidates for president in the election of 1824 were all members of the same party. Party leaders supported William Crawford. The other three were favorite **sons** who got most of their support from their home states. Each favored the interests of his state.

Support for John Quincy Adams of Massachusetts came from merchants and business owners in the Northeast. Henry Clay of Kentucky was supported by his state on the frontier. Andrew Jackson of Tennessee was a war hero. He was well-known and popular. He came from a poor family and wanted ordinary people to have a voice in politics.

The vote was split among the four candidates. Jackson won a **plurality**, or more votes than any of the other candidates. No candidate had a **majority**, or more than half, of the electoral votes. The Constitution stated that if a candidate does not win a majority of the electoral votes, the House of Representatives must decide the winner. The representatives picked John Quincy Adams.

| Presidential candidates, 1824 | | |
|-------------------------------|---------------------------|---|
| Candidate | Political Party | Main base of support |
| William Crawford | Democratic- Republican | Democratic-Republican party leaders |
| John Quincy Adams | Democratic- Republican | Merchants and people in the Northeast |
| Henry Clay | Democratic- Republican | People in Kentucky and on the frontier |
| Andrew Jackson | Democratic- Republican | People in Tennessee and the West; people who felt left out of politics |

Like many in the Northeast, Adams wanted a strong federal government. Others did not agree, especially those on the frontier. The Democratic-Republicans split into two parties before the election in 1828. The Republicans backed Adams and a strong central government. The Democrats supported Jackson and states' rights.

Identifying

1. Who won the election of 1824, and how was the winner determined?

Assessing

2. What did Crawford's failure to win the 1824 election say about the strength of the party leaders?

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Contrasting

3. What were two major differences between the Democrats and the National Republicans in 1828?

Prawing Inferences

4. What changes taking place in the country contributed to Jackson's victory?

| Reading |
|---------|
| Check |

5. What campaign practices of the 1828 election are still used today?

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| | Democrats | National Republicans |
|--------------------|---------------------------------|-------------------------------------|
| Idea of government | favored states' rights | wanted strong federal government |
| National bank | opposed national bank | supported national bank |
| Base of support | workers, farmers, immigrants | wealthy voters, merchants |
| Candidate | Andrew Jackson | John Quincy Adams |

In the election of 1828, Jackson faced Adams. Their ideas and supporters were very different. Adams and the National Republicans wanted a strong federal government and a national bank to help the economy. Many National Republicans were wealthy business owners. Many of the Democrats were workers, farmers, or immigrants.

The campaign grew ugly. Both parties used **mudslinging**, or insults meant to make candidates look bad. The candidates also came up with slogans, handed out printed flyers, and held rallies and barbecues to try to win voters' support. Jackson's popularity gave him an easy victory in the 1828 election.

Jackson as President

Jackson thought more people should be involved in government. By 1828, most people no longer had to own property to be able to vote. Many states had changed their constitutions so that voters selected the presidential electors in their states. Jackson also thought that the federal **bureaucracy** was not democratic. Many workers were not elected officials. He used the **spoils system** to fire many workers and replace them with people who had supported his election.

The caucus system was replaced by special state meetings called **nominating conventions**. At these meetings, elected representatives voted for party candidates.

The Tariff Debate

Americans were also split on their views about **tariffs**, or taxes, on goods from other countries. Merchants in the

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Northeast wanted higher tariffs so that European goods would cost more than American goods. Southerners, however, liked buying cheaper goods from Europe. They also worried that Europeans might tax the U.S. cotton sold in Europe, meaning Southerners would lose business.

Jackson's vice president, John C. Calhoun of South Carolina, was a strong supporter of states' rights. However, his views were different from those of Jackson. When Congress raised tariffs, Calhoun did not think it was good for his state. He felt that a state could and should nullify, or cancel, federal laws that were not good for that state.

When Congress again raised tariffs in 1832, South Carolina passed a law saying that the state would not pay them. It also threatened to secede from, or leave, the United States if the federal government tried to enforce the tariff law. Jackson did not agree with his vice president. He did not believe the states had the right to nullify federal laws or to secede from the Union.

Jackson did not think the federal government should support projects that helped only one state. He thought the federal government should support projects that helped the entire nation. These included tariff laws which involved international trade.

Jackson tried to calm angry Southerners by working to lower the tariffs. But to keep the union together and strong, he also supported the Force Act. This act would allow him to enforce federal laws by using the military if necessary. South Carolina was happy to have the tariffs lowered. Still, the state nullified the Force Act.

| /////////////Glue Foldable here / / / / / / / / / / / / / / / |
|---|
| Check for Understanding |
| List two ways in which the country became more democratic in the 1820s. |
| 1 |
| 2 |
| What was Jackson's opinion when it came to states nullifying a federal law and seceding from the United States? |
| |
| |



6. How would Northeastern factory owners react to a high tariff?

FOLDABLES

7. Place a two-tab Foldable along the dotted line to cover the Check for Understanding. Write the title Jackson Presidency on the anchor tab. Label the two tabs Federal Government and States' Rights. Recall information about each and list facts to compare the candidates and the outcome of the election. Use the Foldable to help answer Check for Understanding.