

CHAPTER 8

The Age of Jackson

Andrew Jackson's military exploits during the War of 1812 and his military campaign in Florida made him a national hero. Later, he served as governor of the territory of Florida and then as a U.S. senator. He ran for the presidency unsuccessfully in 1824 but won in 1828 and again in 1832. The period of his presidency (and some years before and after) is often called the Age of Jackson, or the Jacksonian era.

CHANGES IN POLITICAL LIFE

The Age of Jackson is noted for a number of changes that left the United States more democratic than it had been before.

1. Reforms at the State Level. In the original 13 states, only adult male citizens who owned land or paid taxes could vote or hold office. Women and slaves could not vote, nor, in most states, could free African Americans.

A trend toward wider suffrage had begun before Jackson became president. Most of the new states that joined the Union after 1789 allowed all adult white males to vote and hold a political office. The states in the East, seeking to keep discontented residents from moving west, gradually did away with property qualifications for voting and for holding office.

More state officials, previously appointed, were now elected by voters. The terms of elected officials were shortened so that voters could replace unpopular officeholders sooner. One state reform that affected national politics was the method of electing the president and vice president. At first, each state legislature had selected members of the electoral college. These electors, in turn, cast their ballots in presidential contests. By 1828, nearly all the 24 states allowed the general public to choose the electors.

2. National Parties. As the number of voters and elective offices increased, political parties became more important and more democratic. Before the Jacksonian era, congressional leaders from each party held a *caucus* (political meeting) to choose their candidates for president and vice president. In the 1830s, by contrast, each party

held a national *nominating convention*. There party delegates representing the entire membership selected the presidential and vice presidential nominees.

FROM ADAMS TO JACKSON

In the election of 1824, all four presidential candidates were Democratic-Republicans—Henry Clay from Kentucky, Andrew Jackson from Tennessee, John Quincy Adams (the son of John Adams) from Massachusetts, and William H. Crawford from Georgia. Jackson led the other candidates in electoral votes. But since no one had a majority, the House of Representatives chose the president. Clay, who was very influential in Congress, gave his support to Adams and made him the winner.

1. A “Corrupt Bargain”? Jackson’s supporters were upset because his electoral vote total had exceeded Adams’s. And they were enraged when Adams appointed Clay as secretary of state. In the past, this office had often been a stepping-stone to the presidency. Jacksonians charged that Clay had entered into a “corrupt bargain” to support Adams in exchange for a high Cabinet post.

Embittered over the election, Jackson’s supporters blocked President Adams at every turn. This caused a split in the Democratic-Republican party. The group supporting Adams and Clay took the name National Republicans. The Jacksonians called themselves Democrats.

2. Jackson Elected. In the election of 1828, the National Republicans nominated John Quincy Adams for a second term. Jackson, the Democrats’ candidate, was elected by a large majority.

A STRONG PRESIDENT

Jackson was the first Westerner to become president. He had earlier earned the nickname “Old Hickory” for his toughness and endurance. These qualities, combined with courage, honesty, and independence, won him many admirers. But his quick temper and strong will created enemies, who called him “King Andrew the First.”

BORN TO COMMAND.



KING ANDREW THE FIRST.

Opponents of Jackson accused him of trampling on the U.S. Constitution and wielding the power of a monarch. This caricature appeared in an 1832 anti-Jackson pamphlet.

1. Spoils System. Jackson believed that every male citizen had an equal right to hold a government job. He also felt that federal positions should be held by those who had supported the winning candidate. Because of Jackson's beliefs, two practices came into wide use during his administration. One was the *spoils system*, which rewarded loyal party members with government jobs. The other was *rotation in office*. This meant regularly replacing government employees so that no one held the same job for very long.

2. Nullification Issue. One important conflict of Jackson's administration had its roots in Adams's presidency. In 1828, Congress passed a tariff act that imposed very high duties on imports. Southerners protested because the tariff increased the cost of the manufactured goods they imported. The Tariff Act of 1828, they argued, was passed to protect the interests of Northern manufacturers at the expense of Southern farmers.

a. Calhoun's protest. John C. Calhoun of South Carolina wrote a pamphlet called *The South Carolina Exposition and Protest*

(1830). In it, he argued that the tariff law was unconstitutional and, therefore, could be nullified at the state level. He also described the steps that a dissatisfied state should take.

Meanwhile, Jackson had been elected president, with Calhoun as his vice president. The new president's views on *states' rights* were unclear. In 1830, two senators, Daniel Webster of Massachusetts and Robert Hayne of South Carolina, debated the issue. Webster argued that the federal government was supreme. Hayne said that the states could overrule it. Jackson supported Webster's view, while Calhoun agreed with Hayne.

b. Crisis of 1832. In 1831, Calhoun made his nullification views public. He split with Jackson over this issue, as well as others. A new tariff of 1832 lowered some duties but kept the principle of protectionism. In reaction, the South Carolina legislature called for a state convention. At this meeting, an Ordinance of Nullification was adopted. It declared the tariffs of 1828 and 1832 null and void, and banned federal officials from collecting duties in the state.

Jackson was furious and persuaded Congress to pass the Force Bill in 1833. It authorized the use of the military, if necessary, to enforce the tariff laws. A compromise proposed by Henry Clay was worked out. It provided for a gradual reduction of import duties over the next ten years. As a result, South Carolina repealed its Ordinance of Nullification, and the crisis died down.

3. Jackson's Policy Toward Native Americans. During Jackson's presidency, several states in the South forced many Native Americans to move off tribal lands and go farther west. Jackson approved these actions. In the Supreme Court case *Worcester v. Georgia* (1832), Chief Justice Marshall ruled that only the federal government had the constitutional right to control Native Americans in the states. In other words, the federal government could prevent a state from seizing Native-American lands. Georgia ignored the Court's ruling, and Jackson did nothing to enforce it. His refusal to protect Native Americans led to the removal of many of them from Georgia and other states to what is now the state of Oklahoma.

4. The Bank War. The Second Bank of the United States, authorized in 1816, was due to have its charter renewed in 1836. Jackson felt that this bank was undemocratic because it concentrated power in the hands of merchants, manufacturers, and bankers. In 1832, four years before the bank's charter was due to run out, Jackson vetoed Congress's bill to renew it.

Jackson accused
on the U.S.
wielding the
arch. This
in an 1832
pamphlet.

citizen had an
federal posi-
winning can-
to wide use
which re-
other was
ment em-

adminis-
passing
southerners
manufactured
was passed
expense of

Carolina
and Protest

THE GRANGER COLLECTION, NEW YORK



In the early 1800s, Sequoia developed a system of writing for his people—the Cherokee. It combined letters from the English, Hebrew, and Greek alphabets, enabling the Cherokee to publish books and newspapers in their own language. The Cherokee were one of the tribes forced to follow the Trail of Tears to Oklahoma.

The Second Bank of the United States became the main issue in the election of 1832. Henry Clay, who ran for president against Jackson, favored the bank. Jackson spoke out against it. After winning re-election by a landslide, Jackson withdrew government funds from the bank and deposited the money in several dozen state banks. His enemies charged that these “pet banks” were selected because they supported Jackson.

IDENTIFY OR DEFINE: caucus, nominating convention, rotation in office, states’ rights.

CRITICAL THINKING: Why do you think Jackson supported the relocation of Native Americans from the Southeast to Indian Territory, west of the Mississippi?

AFTER JACKSON

In the early 1830s, the National Republicans joined with other anti-Jackson groups to form a new party, the Whigs. Led by Henry Clay and Daniel Webster, the Whigs were supported by commercial and manufacturing people in the Northeast. Most Whigs favored such

measures as rechartering a national bank, high protective tariffs, and a strong federal government.

1. Van Buren as President. Near the end of his second term, Jackson persuaded the Democrats to nominate Martin Van Buren of New York. Van Buren easily won the election of 1836.

a. Panic and depression. Jackson's "pet banks" had granted loans freely and issued paper money not backed by gold and silver. The result was a flood of paper money and widespread speculation in public lands. To stop these practices, Jackson had issued the Specie Circular in 1836. It provided that buyers had to pay for government land with gold or silver coins, not with paper money.

By early 1837, the country was in a financial *panic*. Land prices fell sharply because money was hard to borrow and land purchases had to be made in gold or silver. Speculators were ruined. People rushed to their banks to exchange paper money for coins. Lacking enough gold and silver to satisfy the demand, hundreds of banks failed. The panic led to a *depression* (a period of slow business activity and high unemployment). Factories closed, canal and railroad building all but stopped, and unemployment spread. Wage earners in the Northeast were especially hard hit. The depression lasted for about five years.

b. The Independent Treasury System. The federal government could not stop the depression. But in 1840, Van Buren established the Independent Treasury System. The new system set up so-called "subtreasuries" in several key cities, where federal funds were kept safe. By managing its own funds, the government became independent of the nation's private banks. The Independent Treasury System lasted until the early 20th century.

2. A Whig Victory. In 1840, the Democrats nominated Van Buren for a second term, but many people blamed him for the country's hard times. The Whigs' candidate, William Henry Harrison, had won popularity by defeating Native Americans at the Battle of Tippecanoe in 1811. He ran with John Tyler of Virginia.

The campaign of 1840 was the first to use the techniques of showmanship that became common in later elections. Huge meetings and torchlight parades attracted thousands. The campaign resulted in a Whig victory. A month after the inauguration, Harrison died of pneumonia. Tyler, who succeeded him, was a former Democrat who had broken with Jackson over the nullification issue. As a believer in states' rights, he did not agree with the Whig policy of a strong

central government. Tyler vetoed many bills passed by the Whig-controlled Congress. He finally broke with the Whigs completely.

AN ERA OF REFORM

The democratic spirit of the Age of Jackson was reflected not only in political changes but also in efforts to reform social abuses. Many of these efforts began before the 1820s and continued after the 1840s. But they were influenced by the Jacksonian era and are, therefore, linked with that era in U.S. history. During the Jacksonian era, Americans were proud of the ways their society had developed. But many realized that society could be further improved.

1. Humanitarian Movements. Several reforms of the early 1800s were *humanitarian* in nature—that is, concerned with easing human distress.

a. Treatment of criminals. For centuries, authorities had punished wrongdoers with long jail terms, flogging, mutilation, or public execution. Reformers believed that prisoners should be taught how to lead useful lives once they were released from prison. Instead of mistreating prisoners, the reformers contended, penal authorities should put them in solitary confinement where they could reflect on their misdeeds and repent. People began to call prisons *penitentiaries* (places for penitence) and *reformatories* (places for reform).

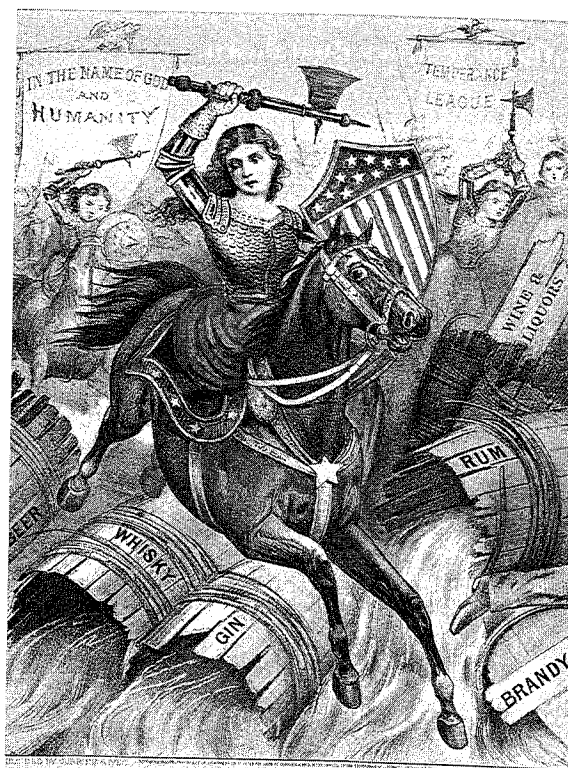
b. Care of the mentally ill. At this time, many mentally ill people were treated badly. Dorothea Dix was a Boston schoolteacher who was interested in prison reform. In 1841, she visited a Massachusetts prison and was shocked to see mentally ill people in chains. She appealed to the Massachusetts legislature to provide better facilities and treatment for the insane. She later carried her message to other states. During the next few years, 15 states built mental hospitals where patients could be properly treated.

c. Training for the disabled. Humanitarian reformers felt that the disabled should be taught basic skills so they could be independent. Thomas H. Gallaudet founded the first school for the deaf at Hartford, Connecticut, in 1817. In 1832, Samuel Gridley Howe started the Perkins School for the Blind in Boston.

2. Temperance. Many people of the early 1800s felt, with much justification, that excessive drinking was a basic cause of problems in American society.

The first U.S. antidrinking organizations urged *temperance* (drinking in moderation). By the 1830s, however, antialcohol societies were proposing *abstinence* (no alcohol at all). Temperance reformers began to form lobbies at the local and national levels of government. (*Lobbies* are special-interest groups that try to influence government to act in their favor.) Temperance lobbyists wanted *prohibition*—a ban against the making and selling of all alcoholic beverages. Maine was the first state to adopt prohibition, in 1846. In the next ten years, several other states followed this example.

3. Religion. Several new or expanding religious groups attracted members in the early 1800s. One new denomination was the Disciples of Christ (known today as the Christian Church), which split from the Presbyterians. Another new group was the Church of Jesus Christ of Latter-Day Saints, or Mormons. Joseph Smith founded the denomination in upstate New York in 1830. The new religion gained thousands of followers but also made many enemies (discussed on page 166).



THE GRANGER COLLECTION, NEW YORK

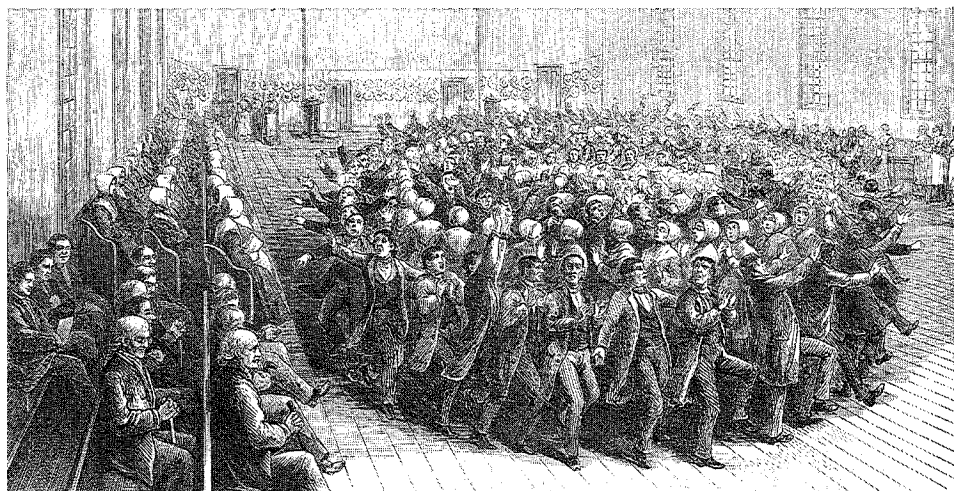
Women were ardent crusaders in the temperance cause from its beginnings. They achieved a milestone with the founding of the Woman's Christian Temperance Union in 1874, the year in which this Currier and Ives print was first published.

A group called the Unitarians appealed to many New England intellectuals, including Ralph Waldo Emerson. The name of the sect was derived from the belief that God exists as a single Being, not as a Trinity. Unitarians stressed that people are basically good, and that moral living and good works are the road to salvation.

Two churches that dated from the colonial period grew rapidly in the early 1800s. Baptists traced their beginnings to Roger Williams in the 1630s, while the Methodists began arriving in the colonies in the 1760s. Both denominations attracted many new members in the South and West. African Americans, drawn to these churches in large numbers, formed separate Baptist and Methodist congregations. One reason for the success of the Methodists was their use of *circuit riders* (traveling preachers who carried the faith to widely scattered communities in rural areas). The camp meetings that these traveling preachers conducted were the backbone of the religious revival movement that flourished in the late 1700s and early 1800s. Farm and frontier families in particular flocked to these meetings, where they could pray and sing hymns together.

With the surge of Irish immigration in the 1840s and 1850s, the Roman Catholic Church grew rapidly, especially in such large cities as Boston, New York, and Philadelphia. At first, immigrant Catholics ran into strong opposition from Protestants. In time, however, anti-Catholic feelings died down.

4. Early Unions. The factory system gave rise to an American *laboring class*—people who depended on wages for a living. Men,



The Shakers got their name from a worship experience that included dancing, trembling, and shouting. This Shaker meetinghouse is in New Lebanon, New York.

women, and children usually worked long hours, six days a week. Workplaces were often uncomfortable, unsanitary, and even dangerous. The average pay for men was about \$5 a week. Women earned less than half as much. Children were paid only \$1 a week.

Since workers could not change these conditions as individuals, they organized into groups to negotiate with employers. In the late 1700s, printers and shoemakers formed the nation's first labor unions. The democratic spirit of the Age of Jackson helped this movement grow. In the early 1830s, citywide unions appeared in Philadelphia, New York, and Boston. The National Trades Union, formed in 1834, was the first U.S. labor organization to represent workers in more than one city. An important gain won by organized labor in this period was the ten-hour workday.

These early labor unions, however, faced challenges in the courts. And the depression of the late 1830s threw many people out of work. As a result, most early unions disappeared. Organized labor did not recover from this setback until after the Civil War.

IDENTIFY OR DEFINE: panic, depression, penitentiary, temperance, abstinence, prohibition, circuit rider.

CRITICAL THINKING: When and why did the Whig party come into existence?

IMPROVEMENTS IN EDUCATION

Before the 1830s, public schools in the United States were few and varied in quality.

1. Public Schooling. Horace Mann, a Massachusetts lawyer, supervised the state's public education system from 1837 to 1848. He persuaded Massachusetts to set aside more money for schools and teachers' salaries and to increase the number of subjects taught. The school year was extended from a few weeks to six months. Fifty new high schools were opened. Under Mann's guidance, the first American school for the training of teachers was set up in Lexington, Massachusetts, in 1839. Several other states, particularly in the Northeast, followed this example.

New England
 some of the sect
 Being, not as
 ally good, and
 ration.

grew rapidly
 ings to Roger
 arriving in the
 ed many new
 ans, drawn to
 e Baptist and
 ccess of the
 preachers who
 rural areas).
 nducted were
 flourished in
 families in par-
 pray and sing

and 1850s, the
 in large cities
 ant Catholics
 however, anti-

American la-
 ving. Men,



g, trembling,

2. Private Institutions. By 1860, there were some 6,000 private academies and only 300 public high schools. Secondary schools and colleges were generally open to boys only. One exception was the Troy (New York) Female Seminary, founded in 1821 by Emma Willard. It taught girls philosophy, mathematics, and other subjects that many educators considered too difficult for women. In 1837, Mary Lyon set up the Mount Holyoke Female Seminary. Lyon's curriculum included physical education, music, and the sciences.

Most colleges of this period were associated with churches. There was no coeducational college until 1833, when Oberlin (in Ohio) opened its doors to both women and men.

WOMEN'S RIGHTS

In the early 19th century, the position of women in U.S. society was far inferior to that of men. Free black women had few rights, and female slaves had none at all. The rights of white women were also very limited. They could not vote, nor, in most cases, own or bequeath property. What little money women earned legally belonged to their father or husband. In case of divorce, the husband almost always won custody of the children. Women were discouraged from getting an advanced education, learning a profession, or speaking in public. Reformers such as Dorothea Dix and Mary Lyon had to present their ideas through men.

Women's roles changed as society changed. As the need for machine operators rose, women began to work in factories. More and more women taught in public schools. But wherever women worked, they were always paid less than men for doing the same job. A few brave women—and men—felt that the time had come to press for greater equality for women. This was the goal of *feminism*, as the movement came to be called.

1. Individual Achievements. Women began to invade fields dominated by men. Maria Mitchell, who discovered a comet in 1847, learned astronomy from her father. She later taught astronomy at Vassar College, which opened in 1861. In 1849, Elizabeth Blackwell became the first woman in the world to receive a medical degree. Blackwell ran into strong opposition when she tried to practice medicine in New York City. She finally had to open a hospital staffed entirely by women.

2. Beginnings of Organized Efforts. The active campaign for women's rights did not begin until the 1840s. Its start was linked to women's participation in another reform movement—*abolition*. (Abolition means doing away with something; in the early 1800s, the term meant doing away with slavery.)

Many women, especially in the Northeast, wrote against slavery, signed petitions against it, and pressured politicians to take a stand against it. When these women spoke out in public, they were often ridiculed for being “unfeminine.” This situation outraged women like the Grimké sisters, Angelina and Sarah. The latter pointed out that “Whatsoever it is morally right for a man to do, is morally right for a woman to do.”

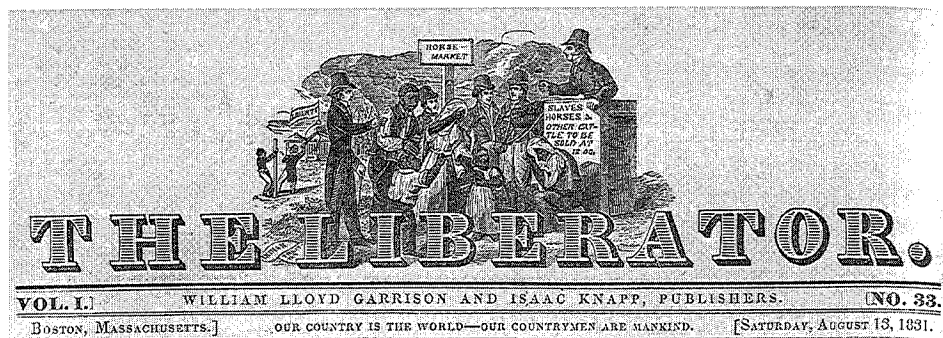
In 1840, male leaders of the abolitionist movement forbade Lucretia Mott and Elizabeth Cady Stanton to act as delegates at an international meeting against slavery. Mott and Stanton were outraged that men who were working to free African Americans denied them freedom because they were women. Over the next few years, Mott and Stanton talked and wrote about the issue of equality for women. In 1848, they organized a meeting at Seneca Falls, New York. This first Women's Rights Convention adopted a number of resolutions. It also issued a *Declaration of Sentiments*, written by Stanton and based on the Declaration of Independence. It stated that “all men and women are created equal.” The declaration demanded that women must “have immediate admission to all the rights and privileges which belong to them as citizens of the United States.”

The Seneca Falls meeting was the beginning of an organized feminist movement in the United States. But the struggle for women's rights made little progress until after the Civil War.

THE CRUSADE AGAINST SLAVERY

No reform movement of the early 19th century stirred up stronger feelings than the crusade against slavery. Antislavery crusaders often disagreed about how to end slavery. But their common belief that slavery was evil and had to end helped shape public opinion on the issue.

1. Early Opposition. Although they themselves owned slaves, George Washington and Thomas Jefferson knew that slavery was contrary to the principles of freedom and equality. The Northwest



Ordinance banned slavery in the Northwest Territory. The Constitution gave Congress the right to end the importation of slaves after 1808. By that date, too, every Northern state had taken steps to abolish slavery within its borders.

In the Southern states, however, slave labor largely supported the economy. The population of these states included about 900,000 slaves in 1800 (and more than 3 million in 1850). In consideration of these facts, early opponents of slavery believed that it should be ended gradually. They hoped that slave owners would *emancipate* (free) their slaves voluntarily.

One group thought that the best solution would be to send freed slaves to Africa. The American Colonization Society, founded in 1817, sponsored the colony of Liberia in West Africa. But the society was not very successful, mainly because most African Americans had been born in the United States and considered it their homeland.

2. The Abolition Movement. Beginning about 1830, antislavery forces began to call for a quick end to slavery. One of the most famous fighters in the cause of abolition was William Lloyd Garrison, who in 1831 began publishing the antislavery paper *The Liberator*. Two years later, he helped found the American Antislavery Society. Garrison urged immediate abolition. He refused to work within the existing political system, which he regarded as corrupt. Garrison, the Grimké sisters, and former slaves Sojourner Truth and Frederick Douglass wrote at length and lectured widely about the evil of slavery.

More moderate abolitionists formed the Liberty party, which ran presidential candidates in 1840 and again in 1844. The party's main goal was to keep slavery out of new territories, rather than to abolish it entirely.

3. The Underground Railroad. Some abolitionists organized the *Underground Railroad*, a network to help slaves escape north. Men

and women acted as “conductors” to guide enslaved African Americans to safe houses called “stations.” The “end of the line” was usually Canada, where slavery was illegal and African Americans could live in peace. Two leaders of the Underground Railroad were Levi Coffin, a Quaker, and Harriet Tubman, a former slave.

IDENTIFY OR DEFINE: feminism, Mary Lyon, Elizabeth Blackwell, abolition, Harriet Tubman.

CRITICAL THINKING: What was the most important change in education between 1800 and 1850?

Chapter Review

MATCHING TEST

Column A

1. Dorothea Dix
2. Joseph Smith
3. Horace Mann
4. Elizabeth Cady Stanton
5. Frederick Douglass

Column B

- a. reformer who worked for better public education
- b. author of Seneca Falls declaration
- c. reformer who helped improve treatment of the mentally ill
- d. former slave who called for immediate abolition
- e. organizer of the Mormon church

MULTIPLE-CHOICE TEST

1. John Quincy Adams was unable to do much as president because of (a) a war with France (b) a border dispute with England (c) bitterness over his appointment of Clay (d) opposition from National Republicans.
2. All the following trends characterized the Age of Jackson *except* (a) broadening of voting rights (b) an increase in the number of elective offices (c) a shift toward popular election of presidential electors (d) replacement of national nominating conventions by caucuses.

3. Andrew Jackson was the first president who (a) came from the West (b) was a military hero (c) favored the rights of Native Americans (d) was inaugurated in Washington.
4. The practice of rewarding loyal party members with government jobs is known as (a) the specie system (b) the spoils system (c) rotation in office (d) speculation.
5. Southerners called the 1828 tariff the tariff of abominations because they felt that it (a) would not raise enough revenue (b) should have been adopted sooner (c) was harmful to manufacturers (d) increased the cost of goods they had to buy.
6. An important critic of the tariff of 1828 was (a) Henry Clay (b) Martin Van Buren (c) John C. Calhoun (d) Daniel Webster.
7. The major issue in the presidential campaign of 1832 was (a) nullification (b) the Second Bank of the United States (c) policy toward Native Americans (d) the Force Bill.
8. A new political party formed in the 1830s was the (a) Whigs (b) Democrats (c) National Republicans (d) Know-Nothings.
9. The Panic of 1837 led to (a) the election of Van Buren to the presidency (b) the establishment of pet banks (c) a severe depression (d) increased land speculation.
10. The 1840 presidential campaign was the first to (a) pit Democrats against National Republicans (b) be decided in the House of Representatives (c) result in a tie (d) feature showmanship as a campaign technique.

TIME TEST

Following are five groups of three related items. In each group, rearrange the items in the order in which they happened.

1. "corrupt bargain"
election of 1824
choice of John Quincy Adams by House of Representatives
2. *The South Carolina Exposition and Protest*
Tariff Act of 1828
South Carolina Ordinance of Nullification
3. founding of Second Bank of the United States
establishment of pet banks
campaign of 1832

4. Panic of 1837
Specie Circular
Independent Treasury System
5. presidency of Tyler
presidency of Van Buren
presidency of Harrison



ESSAY QUESTIONS

1. In what ways did political life become more democratic in the Age of Jackson?
2. Explain the causes and outcome of the nullification crisis of 1832.
3. Describe *four* ways social reformers tried to improve American society in the Age of Jackson.
4. How was women's freedom limited in the early 19th century? Why did feminists become active in the 1840s?
5. What was Garrison's position on abolition and how it should be achieved? In what ways did moderate abolitionists disagree with him?

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents (1–4). It will improve your ability to work with historical documents.

Historical Context:

Andrew Jackson owed his landslide victory in the election of 1828 to the fact that many states had by that time removed property requirements for voting. Almost all white American men over the age of 21 could now vote, regardless of their financial standing. Many members of the new population of voters were small farmers and frontiersmen. They were not inclined to vote for candidates who had been born into cultured, wealthy families. Instead, they wanted to vote for someone who had a background similar to their own. Thus, Andrew Jackson became known as the "People's President."

Task:

Using information from the documents and your knowledge of United States history, read each document and answer the question that follows it. Your answers to the questions will help you write the document-based essay.

Document 1. Excerpt from a letter written by Margaret Bayard Smith, dated March 11, 1829, in which she describes the scene at the White House following the inauguration of President Andrew Jackson:

The President, after having been *literally* nearly pressed to death and almost suffocated and torn to pieces by the people in their eagerness to shake hands with Old Hickory [Jackson], had retreated through the back way . . . to his lodgings. . . . Cut glass and china to the amount of several thousand dollars had been broken in the struggle to get the refreshments. . . . Ladies fainted, men were seen with bloody noses, and . . . those who got in could not get out by the door again but had to scramble out of windows.

Source: Smith, Margaret Bayard. *The First Forty Years of Washington Society*. NY: Charles Scribner's Sons, 1906. Also at www.whitehousehistory.org/04/subs/1828_html

How might this letter support the claim that Jackson was the first U.S. president of the "common man"?

Document 2. Comments by a friend of President Andrew Jackson:

I have seen the President, and have dined with him, but have had no free . . . conversation with him. The reign of this administration . . . seems to have had an unhappy effect on the free thoughts, and unrestrained speech, which has heretofore prevailed. I question whether . . . the correction of abuses are sufficient to compensate for the reign of terror which appears to have commenced [begun]. . . . A stranger is warned by his friend on his first arrival to be careful how he expresses himself in relation to anyone or any thing which touches the administration. . . . Our republic, henceforth, will be governed by factions.

Source: Parton, James. *Life of Andrew Jackson*. James R. Osgood & Co., 1859. III, pp. 213–214.

What did Jackson's friend accuse the president of doing or allowing to happen?

Document 3. Excerpt from President Andrew Jackson's message on vetoing the renewal of the charter of the Second Bank of the United States, 1832:

Every man is equally entitled to protection by law; but when the laws . . . grant exclusive privileges, to make the rich richer and the potent more powerful, the humble members of society . . . have a right to complain of the injustice of their Government. . . . If it [Government] would confine itself to equal protection, and . . . shower its favors alike on the high and the low, the rich and the poor, it would be an unqualified blessing. In the act [to recharter the bank] before me, there seems to be a wide and unnecessary departure from these just principles.

Source: Richardson, James D. (ed.) *A Compilation of the Messages and Papers of the Presidents, 1789-1902*. IndyPublish.com, 2004.

What reason does President Jackson give for vetoing the renewal of the Second Bank's charter?

Document 4. Study the cartoon of Andrew Jackson on page 144.

Why did the cartoonist depict Andrew Jackson as a king?

DOCUMENT-BASED ESSAY

Using information from the above documents and your knowledge of United States history, write an essay in which you:

- Explain how Andrew Jackson could be described as both a president for the common man and a king.